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ABSTRACT

The study was designed to develop a weighted checklist for use in selecting instructional materials for handicapped students. Selection criteria identified by 24 authors were reviewed and consolidated into a 103-item field test survey which was then adapted according to suggestions of a 15-member review panel. A survey was sent to 1,659 individuals responsible for material selection for special education students. Ss' responses were summarized according to mean importance rating for each item, and results were used to create a weighted materials check list. Demographic information solicited from respondents was used to develop a data base that included descriptions of the sample type and age of the students for whom the materials were selected, respondents' positions, sources used to obtain information about instructional materials, settings in which materials were used, and employment of check lists to select materials. (Author/CL)

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THE DEVELOPMENT OF A WEIGHTED CHECKLIST PROTOTYPE FOR INSTRUCTIONAL MATERIALS SELECTION FOR SPECIAL EDUCATION STUDENTS

[Final Report]

by

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B.S. University of Kansas, 1973
M.S. University of Kansas, 1977

Submitted to the Department of Special Education and the Faculty of the Graduate School of the University of Kansas in partial fulfillment of the requirements for the degree of Doctor of Education

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ABSTRACT

The primary objective of the study was to develop a weighted checklist designed for use in selecting instructional materials for handicapped students. Selection criteria identified by 24 authors were reviewed and consolidated into a 103-item field-test survey. The field-test survey was reviewed by a 15-member review panel and modified in accordance with their recommendations. State and local directors of special education programs were asked to assist in the identification of a national sample of individuals responsible for selecting instructional materials for special education students. A 104-item research survey was sent to 1659 subjects identified by local directors of special education programs. Subjects were asked to indicate on a scale from 1 (low) to 10 (high) the amount of importance they assign to the identified criteria for materials selection when choosing instructional materials for students receiving special education services. A mean importance rating and standard deviation was calculated for each survey item. Survey items were rank-ordered from most to least important and proportionate scale weights based on means were assigned to each survey item in order to create a weighted instructional materials checklist.

Demographic information solicited from survey respondents was used to develop a data base on which future research could be conducted. Included in the data base was a description of the sample population in terms of type and age of student for whom materials are selected. Subjects were queried regarding their position(s) in school district, sources used to obtain information about instructional materials, the settings in which the materials they select are used, and their use of checklists to

select materials. In addition subjects were asked to indicate if they had received formal coursework or training in the selection of instructional materials and their perceptions of the value of that training.

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CHAPTER I

INTRODUCTION

For the past 20 years efforts have been undertaken to assess and validate the effectiveness of instructional materials (Komoski & Ofiesh, 1972). One aspect of this process involves the application of systematic procedures for making appropriate decisions about the selection of instructional materials. Among the numerous articles addressing this topic (Bleil, 1975; Boland, 1976; Cohen, Alberto, and Troutman, 1979; Junkala, 1970; McLaughlin & Trlica, 1976; Watson & VanEtten, 1976; Wilson, 1978; Wiederholt & McNutt, 1977), most offer guidelines for systematic instructional materials selection, either through the use of checklists or through suggested questions to be considered. Inherent in all these articles is the notion that the educational needs of handicapped students will be better met if they are provided with instructional materials that have been selected in a systematic manner rather than a haphazard fashion.

The degree to which instructional materials are used in the classroom was emphasized in an investigation conducted by Educational Products Information Exchange (EPIE) during 1974-1975. The study revealed that 90-95% of the instruction in regular education programs involved the use of either print or nonprint instructional materials (EPIE, 1977). It is assumed that usage figures for special education students would be comparable.

The relationship between teaching and instructional materials was described as inseparable by Cohen et al. (1979) who stated that:

> The teacher and teaching materials cannot be separated. A material can be successful as an instructional aid only when its selection and application are based on analysis of its structural components. By asking relevant questions, the teacher provides students with a material that is systematically designed to increase learning opportunities. Attention to sound pedagogic principles when selecting or developing a material will eliminate wasteful spending, unnecessary production, and irrelevant use of instructional time. (p. 11)

The Passage of PL 94-142, The Education for All Handicapped Children Act of 1975, assured handicapped students the right to a free, appropriate, public education. The role of instructional materials in the implementation of the Act was explained by Lance (1977):

> If we are to actualize the concepts implied in Public Law 94-142, we must be able to assess children in a wide range of skills and under all sorts of conditions, state objectives in behavioral terms, match needs to curricular needs, analyze and sequence learning tasks, locate and obtain the proper media, evaluate and report performance, and on the basis of feedback, make appropriate program revisions. (p. 95)

If the provision of appropriate educational materials is implied in P.L. 94-142's definition of provision of an appropriate education, individuals responsible for choosing such materials might be held accountable for their choices in this respect. Thus, it would be advantageous for school systems to be able to document that instructional

materials were chosen to meet identified annual and short term goals in the basis of a sound selection process.

Perusal of the literature advocating systematic selection of instructional materials reveals certain common criteria upon which to base purchase decisions (e.g., learner needs, teacher needs, time constraints, price, etc.). To date, however, no research has been found that examines whether or not teachers or other individuals responsible for selecting instructional materials use systematic processes in making such decisions. Furthermore, none of the selection systems developed thus far provides the potential purchaser of instructional materials with a rating scale which can be used to compare the materials under consideration. While checklists and selection forms offer useful guidelines for the selection of instructional materials, the final decision to choose a given piece of material is still dependent upon the subjective judgment of the person responsible for materials selection. If traditional materials checklists are used, it is not known whether a certain material was selected for use with handicapped students solely on the basis of its price or because field-test data indicate that the material has proven effective with a similar population.

A numerical rating system for selecting instructional materials would help the practitioner avoid the purchase of what Bleil (1975) identified as the "most expensive materials you will ever buy...those which don't work" (p. 24). Considering the availability of approximately 500,000 nonprint and 5,000 print instructional materials on the market (EPIE, 1977) the potential for making incorrect choices is great.

The current research project was undertaken for the purpose of developing a selection procedure that would allow practitioners to select

materials for handicapped students on the basis of objective criteria, rather than subjective judgment. To this end, the instrument would offer not only criteria for decision making, but also a weighting system that would yield numerical ratings designed to facilitate the decision making process.

Purpose

As a part of the study, a survey was conducted of a national sample of individuals responsible for selecting instructional materials for special education students. The intended outcome of the research project was the development of an instructional materials selection checklist that contained both selection criteria and indices of the relative levels of importance assigned by subjects to those selection criteria.

Information was solicited from respondents to provide the basis for the analyses of the following questions:

1. What were the mean importance ratings assigned to identified selection criteria by subjects?
2. What were the mean importance ratings assigned to identified selection criteria by expert reviewers?
3. What was the correlation between mean importance ratings assigned to selection criteria by subjects and expert reviewers?
4. For what types of students did subjects report selecting instructional materials?
5. What percentage of survey respondents selected materials for elementary-age, secondary-level students, or both age groups?

6. What positions in school districts or cooperatives were held by individuals responsible for selecting instructional materials?
7. What percentage of individuals selecting instructional materials for special education students reported having completed formal coursework or received training in this area?
8. What percentage of subjects indicated that they considered formal coursework or training in the selection of instructional materials to be of value?
9. What sources did subjects report using to obtain information about instructional materials.
10. What percentage of individuals selecting instructional materials reported using a checklist or a materials selection form when making selection decisions?
11. In what settings were the selected instructional materials used?

Answers to the above research questions represent a starting point for determining the practices used in the selection of instructional materials for handicapped students. Furthermore, results of subjects' responses provide teacher trainers with information about practitioners' opinions of the need for additional training in the selection of instructional materials for handicapped students.

For the purpose of the present research, the term "handicapped students" refers to any student receiving special education services.

The product resulting from this project represents an initial step in the development of an instrument designed to provide practitioners with a more objective means of assessing the value of instructional materials for special education students.

CHAPTER II

REVIEW OF THE LITERATURE

One need only examine the increase in the number of commercially available materials to begin to appreciate the difficulty educators experience when selecting instructional materials for student use. Komoski (1978) reported that in the early 1950's the number of commercially available print and nonprint materials ranged from 19,000 to 26,000. A study conducted by the Educational Products Information Exchange (EPIE), (1977) revealed that by 1976 approximately 500,000 pieces of nonprint and 5,000 pieces of print instructional materials were on the market. These figures represent the number of materials designed for students in grades K-12. To date, no information has been published regarding the number of available materials designed specifically for special education students.

The amount of time students spend using instructional materials provides strong evidence of the importance of such materials in school programs. Thus, it has been estimated that 90-95% of all classroom instruction involves the use of some type of instructional material (Komoski, 1978). Although these percentages represent regular-class situations, it is assumed that instructional materials usage in special education programs is comparable.

In spite of the documented importance of instructional materials, the literature suggests that only a meager proportion of school budgets is expended for the purchase of such materials. Woodbury (1978), for example, reported that approximately 1% of educational budgets is used

for materials purchases. A report by the National Education Association (1976) showed that the "outlay for the items labeled textbooks has dropped from 1.1 percent to an abysmal 0.7 percent of the annual expenditure for each pupil" (p. 51). The same document reported that "statistical series frequently show another item labeled other teaching materials and report a per-pupil expenditure of 2-3 percent of the total per-pupil expenditure" (p. 51). These figures may be contrasted to the recommendations of the Joint Committee of the National Education Association and the Association of American Publishers which called for at least 5 percent of national average per-pupil operating costs to be spent for instructional materials.

Given the rapid increase in the number of instructional materials available and the concomitant low budget allocations for these resources, it is not surprising that numerous articles in educational journals have addressed the need for instructional materials to be carefully selected using sound evaluation criteria. In a discussion of the need for teachers to assume an active role in the selection and evaluation of instructional materials for the handicapped, Dormant (1979) outlined some of the problems teachers encounter in this process. Among the problems identified were the following:

1. teachers actually spend little time selecting instructional materials for handicapped students;
2. neither teachers nor teacher trainers have considered the selection of instructional materials to be a high priority training need;
3. in many school systems teachers are not allowed nor expected to be an active participant in the process of selecting instructional materials for their students; and

4. some research has suggested that teachers do not have the necessary skills to select instructional materials. (p. 228)

The above problems were identified as a result of research carried out using samples of the practices of regular classroom teachers and, thus, do not necessarily reflect the practices of special education teachers. Therefore, there is a need "to examine the needs, attitudes, and behavior of special education teachers with regard to the selection of instructional materials" (p. 229).

Guidelines for Selecting Instructional Material

Some of the first efforts at encouraging teachers to systematically examine teaching materials were the result of the establishment of the Special Education Instructional Materials Center (SEIMC) Network. "A major objective of the Instructional Materials Center Network is to provide the special education community with reliable information concerning the effectiveness of instructional methods and materials" (Moss, 1968, p. 303).

In keeping with this objective, many articles containing suggested selection and evaluation procedures were written by either SEIMC staff members or consultants while the network was operational.

The literature describing materials selection processes may be roughly divided into "two broad categories--items seeking topographical data, such as the type of students with whom the material is being used, age of students, subject being taught, etc., and items seeking teachers' reactions to the materials such as, 'How relevant was the material for your instructional needs?' "Would you use the material again?" (Latham,

1974, p. 11). Within the "teacher reaction category" Latham differentiated between items seeking teachers' perceptions of the practical aspects of the material versus its instructional value. Latham (1974) stated that a central problem associated with existing approaches to determining the value of instructional materials is the failure of such instruments to measure the worth of instructional materials. Instruments currently in use are only capable of measuring teacher perceptions of the worth of materials and, therefore, should be regarded as "user reactions" rather than "materials evaluation" (Latham, 1974, p. 11).

In addition to attempting to systematically examine the extent to which instructional materials evaluation instruments measure the instructional value of materials, Latham measured teacher reactions to filling out materials evaluation forms.

The teachers surveyed responded that only 27 percent of the items on materials evaluation forms yield information that is of interest to them. Further, the teachers were requested to list the "practical and instructional characteristics" that were most important to them when selecting materials. On the basis of this information a list of the 12 most frequently mentioned practical and instructional characteristics was developed.

Latham offered the following suggestions concerning the development of an instructional materials evaluation instrument:

1. attention should be given to the development of an instrument that reflects teacher concerns;
2. the shorter the instrument the better--preferably less than one 8½ X 11 page in length;

3. it is advisable to avoid instruments that require written responses--the teacher should be able to check the items listed;
4. the instrument should be a "neat, typeset, easy to read, easy to look at instrument"; and
5. if possible the instrument should contain no more than 10-12 items. (p. 13)

In order to collect teacher evaluations of instructional materials, Latham proposed a system for intermittent data gathering designed to decrease the number of evaluation forms teachers were required to complete. An important aspect of Latham's method of materials evaluation was the emphasis on the need to recognize that, typically, teacher involvement in the evaluation process has been "one-way ... away from them" (p. 14). Latham contended that if teachers are expected to provide input into the evaluation process, they also must be recipients of accumulated data. Otherwise, it is doubtful that they will ever use that data to select instructional materials.

Given Latham's appeal to more fully involve teachers in the process of evaluating instructional materials, it is interesting to note that his concluding statement remains unheeded, "once teachers have such data (that) they can or will use those data to modify their interaction with instructional materials" (p. 15).

Ward (1968) proposed the following five questions as a starting point for teachers about to select instructional materials for their students:

1. Does the material or device have sufficient attractiveness or curiosity value for the children you teach?

2. Does the material lead to learnings or accomplishments which are in the mainstream of your pupils' needs?
3. Are the contents and subject matter of the materials accurate and relevant?
4. Does the teaching value justify the cost of the material?
5. Can the materials or the procedures which the materials suggest be adapted to better meet individual or local needs? (p. 22)

Above all, Ward implored teachers to maintain a sense of objectivity and to "be the competent professional who selects and uses instructional materials in order to increase the learning of children" (p. 23).

Crane and Abt (1969) devised a system whereby curriculum materials for secondary-level students could be selected on the basis of numerical ratings. Four areas--coverage, appropriateness, motivation, and cost--were identified as the major criteria for selection decisions. Major and minor subcomponents for each of these areas were also identified. Thus, a teacher could rate an instructional material on a scale between 0 and 200 points. In addition, the authors' provided student and teacher questionnaires to aid in determining preferences for curriculum materials.

Unfortunately, Crane and Abt did not describe how the four criteria or the major and minor subcomponents were chosen, nor did they explain how weights were assigned to each of the selection criteria. Furthermore, no evidence was provided of the reliability and validity of the selection process. However, despite the shortcomings of their selection procedure, Crane and Abt's work represents an attempt at quantitatively, rather than subjectively, measuring the value of educational products.

In another effort to provide guidance in the selection of instructional materials, Ensminger (1970) advocated the use of modality learning theory when selecting, developing, and modifying instructional materials for learning disabled students. The author noted that although teachers are usually familiar with the theoretical positions proposed for teaching the learning disabled, no rationale exists for how to combine educational theories and instructional material. Consequently, he suggested that students be evaluated in order to determine their learning modality strengths and weaknesses. On the basis of such an evaluation, instructional materials should be chosen to complement students' ability to process information.

Tyler and Klein (1973) maintained that the absence of governmental supervision of educational products, "a lack of knowledge about the fields of curriculum and instructional materials ... disagreements among the practitioners in education about the formulation of guidelines for evaluating material ... and a lack of knowledge about particular fields" (p. 52) are all reasons why, in the past, so little attention was paid to the selection of curricular and instructional materials. According to these authors, the recent emphasis on careful selection of instructional materials is the result of 15 years of curricular reform, an increased awareness of the need to attend to the students' individual learning needs, and a growing concern for improving teaching effectiveness with all students.

Tyler and Klein (1973) advocated that materials be evaluated in terms of "rationale, specifications, appropriateness, effectiveness, conditions, practicality and dissemination" (p. 53). From these seven areas the authors formulated 43 recommendations germane to the selection

of instructional materials. However, it was noted that not all the recommendations are consistently utilized by individuals responsible for selecting educational products.

In his concern with the problem of selecting appropriate educational materials, Bleil (1975) warned that there will continue to be unscrupulous producers of educational materials as long as there are consumers who do not utilize sound selection procedures. Consequently, he suggested that materials can be effectively evaluated if "objective measurable standards" (p. 19) are utilized rather than subjective judgment. The first step in Bleil's list of fundamental components of teaching materials involves comparing the material to those fundamentals and answering the basic question, "do the materials fit your needs?" (p. 20). This represents what Bleil called the "look for" part of the procedure. The second part of the process was described as the "look out for" step. According to Bleil, a person selecting instructional materials must "look out" for the following: magic solutions, diagnostic labels, fad words or phrases, and grade-level designations. Also, Bleil recommended that individuals selecting instructional materials seek out the opinions of others before deciding to purchase a given educational product. To assist the consumer in developing his "own specific appraisal tools" (p. 23), Bleil proposed a series of questions related to teacher needs, student needs, and general needs.

Bleil also discussed some of the issues related to the validation of instructional materials. If the validation process has not provided useful information, it is useless. Also, "different categories of materials demand different evaluation levels" (p. 24). Thus, in addition

to looking for evidence of validation of student performance, the educational consumer should also examine materials for evidence of validation of teacher performance.

Cost effectiveness of a product (i.e., as "price per unit of results", (Bleil, 1975, p. 25) is another feature to be considered when selecting instructional material. According to Bleil, "in education, it is a paradox that thousands of dollars can be spent for salaries to invent something which could be purchased off the shelf for $100.00" (p. 25).

Overall, selection of instructional materials was summarized by Bleil as a two-step process: "(1) ask the right questions, and (2) be prepared to use the answers" (p. 26).

Effective instruction, according to Niedermeyer and Moncrief (1975), is dependent upon the careful selection of instructional products. The authors proposed seven questions that must be answered in order to describe the elements of an educational products.

1. Does the product specify outcomes in terms of student behavior?
2. Is student progress measured frequently?
3. Has product validity been verified across settings?
4. Are sufficient practice opportunities provided?
5. Is training provided for product users?
6. Does the product provide a means of reporting pupil progress to parents?
7. Are time and cost requirements commensurate with anticipated pupil progress?

Ball (1976) outlined a series of criteria to be used by teachers in selecting instructional materials. The materials selection form consisted of 50 subitems grouped within the following six areas: (a) promotes interactive qualities among students--materials are appropriate and well done; (b) contains pre- and post-test activities; (c) provides teacher controlled mechanisms; (d) provides instructional support; (e) verification and validation is apparent; (f) provides followup activities (pp. 209-211). Ball also recommended that, in addition to the reading teacher, both professional and lay persons should be involved in the process of selecting appropriate supplementary reading materials. Among the individuals identified were "teachers, reading consultants and specialists, students, parents, curriculum specialists, and administrators and supervisors" (p. 208).

Boland (1976) outlined a number of steps for special education teachers to follow when choosing instructional materials. The first step called for an examination of the environment, which was defined as "the kind of teacher you are and the type of classroom you have" (p. 156). The second step, which examined student needs, involved a series of substeps, i.e., identification of students' ages and levels of performance, academic strengths and weaknesses, and learning modalities. In addition to student needs, teacher needs, step three, were also considered to be important. To identify teacher needs, Boland suggested that teaching responsibilities be determined and analyzed along with personal teaching strengths and weaknesses. The fourth step in the process proposed by Boland involved responding to general questions concerning the materials under consideration. Examples of this type of questions include: what type of material is needed?; how

long will the material be used in the classroom?; and are replacement parts and pieces available? After having responded to the preceding four steps, the teacher must learn what materials exist by visiting exhibits of instructional materials; studying publishers' catalogues; talking to materials sales representatives or company consultants; examining advertising in professional journals; asking colleagues for recommendations; and attending demonstrations of instructional materials.

Based on information gathered during the fifth step, the teacher is ready systematically to begin to examine the material under consideration. For example, the teacher must examine whether there is any research evidence to support the product's effectiveness and how much adaptation is necessary before the material would be a useful teaching resource. In this context, Boland listed 15 other questions related to the physical and content characteristics of the material to which the teacher should respond before making a purchase decision.

Watson and VanEtten (1976) developed a materials evaluation form designed to assist teachers of the learning disabled in selecting instructional materials for their students. According to the authors, a thorough materials analysis must provide answers to the following questions:

1. What are the characteristics of the person for whom the material was designed?
2. What is the material like? That is, how is it organized? What does the learner have to do with the materials? How does the learner get feedback on his performance? How is learner performance evaluated?

3. What is required of the teacher? and
4. What data are available to indicate whether this program works or is worth the money? (p. 13)

On the basis of these questions the authors formulated a Materials Evaluation Form by which to judge instructional materials in the following areas: Learner Characteristics, Purpose of the Material, Organization, Format, Primary Sensory Path Used to Transfer Information, Space Requirements, Time Requirements, Learner Interaction, Learner Knowledge of Progress, Evaluation and Data Recording Procedures, Teacher Involvement Required, Teacher Aids, Potpourri, Efficiency Quotient, Field Test Data, and Research Data (pp. 14-17).

Although Komoski (1978) did not specifically address the "how-to" aspects of instructional materials selection, it was his opinion that "in choosing curriculum materials, a school gives literal and tangible form to the curriculum decisions it has made or has left unmade, for any curriculum decisions left unmade will be made by the materials that are chosen" (p. 46). Therefore, the process of selecting educational products must yield materials that fit the teacher, the learner, and the curriculum. According to Komoski, "the value of an instructional product in a particular school curriculum is directly proportionate to the investment that that school has made in the process of choosing it" (p. 48). An important reason for carefully selecting instructional materials is to avoid purchasing what Komoski described as "closet curriculum change," that is, "classroom closets and school storerooms filled with tangible evidence of once-tried and aborted curriculum changes, in the form of curriculum materials once fashionable but now unused" (p. 48). Consequently, Komoski recommended that school districts provide

inservice training for those individuals responsible for selecting curriculum materials.

Woodbury (1978) was primarily concerned with identifying guidelines for regular class teachers to follow in selecting all types of educational materials. In addition, she presented some interesting points concerning the use of instructional materials in schools. Although, as pointed out by several authors, students spend from 80-95% of the school day using some form of instructional material, "there is surprisingly little usable research on their actual use, nor is there much helpful theory on the process of selection" (p. 6). One reason for this scarcity of information is that the role of instructional materials in the school program is seldom evaluated "independent of teaching strategies, student behavior, and total classroom environment" (p. 6). Also, teacher use of available instructional materials has received limited attention. Woodbury characterized the selection of instructional materials as a complete "decision making process requiring a critical mind, a wide acquaintance with existing materials, an awareness of trends in subject matter fields and teaching methods, and an intimate knowledge of one's school population (both students and teachers)" (p. 7).

To facilitate the selection of instructional materials, Woodbury outlined the responsibilities that each of the following groups should assume in the process: administrators, media administrators, purchasing agents, curriculum experts, educational researchers and evaluators, parents, citizens, librarians and media specialists, teachers, teacher center personnel, and students. Furthermore, the author provided a list of questions and resources for selection committees to utilize in the

decision making process. A sample materials analysis form developed by the author was also presented.

Teachers, according to Dormant (1979), often experience problems in selecting instructional materials for their students. At first glance, it appears that there is an infinite number of materials from which to select. However, a closer inspection reveals that frequently there is no material that exactly matches the needs of the student for whom it is being chosen. To alleviate this problem, Dormant suggested that the teacher must have a firm understanding of each student's instructional needs based on an analysis "of the learner, the subject matter and of the instructional environment" (p. 230), and "the kinds and the extent of the analyses (being) appropriate to the student performance desired" (p. 231); e.g., a teacher desiring to teach the skill of shoe tying can hardly be expected to spend three months analyzing student performance in this area.

To facilitate and systematize the selection process, Dormant (1979) listed five phases. The first phase involves an identification of students' instructional needs. The information collected here would result in a compilation of attributes the material must possess. Such attributes might be subdivided into the following three categories: "essential, adaptable and preferred attributes" (Dormant, 1979, p. 233).

The second phase of the process involves collecting information about the materials under consideration from "peers, supervisors, university faculty, parents of the handicapped, professional conferences, in-service training sessions ... commercial catalogues, professional journals ... and from information retrieval systems (NICSEM, ERIC)"

(Dormant, 1979, p. 234). During the third phase of the selection process the identified materials are matched to learner needs whereupon they are "submitted to the appraisal of experts, particularly for an assessment of content accuracy and appropriateness" (Dormant, 1979, p. 235). This step constitutes the fourth phase of the selection process. The fifth and final step requires that the material be used with the student(s) for whom it was selected. At this point, therefore, the ultimate question is, "Does the material teach what it's supposed to teach?" (Dormant, 1979, p. 236).

In Dormant's view, "The classroom teacher is engaged in a decision-oriented inquiry of the most pragmatic type. Trying to apply the techniques of carefully designed conclusion-oriented inquiry is not likely to reveal any 'truths' but is likely to cause teachers to abandon all evaluative efforts" (p. 236). Therefore, if teachers are expected to participate actively in the evaluation of curricular materials, the evaluation process must be classroom specific rather than highly theoretical.

Komoski (1979) is one of the few authors who has addressed the relationship between successful implementation of PL 94-142 and selection of instructional materials in the Individual Education Plan (IEP). Thus, he suggested that unless there is:

> (1) a supply of appropriate (effective) instructional materials from which teachers can select those materials which will best sustain the energy of learners on relevant learning tasks, and (2) unless teachers know how to make effective use of such materials, the PL 94-142 mandate requiring teachers to design and implement an "individual

education plan" (IEP) for each handicapped learner in his or her classroom is unlikely to be met. (p. 188)

Komoski also reported some startling data concerning teacher participation in the selection of educational materials. Results of a survey of 12,000 teachers conducted by the Educational Products Information Exchange revealed that: (a) 45 percent of the individuals surveyed indicated that they do not select the instructional materials that are most used in their classrooms; (b) the remaining 55 percent (those who do participate in the selection process) indicated that they spend approximately one hour annually to accomplish this task; and (c) less than half of the same 55 percent reported that they had received training in how to effectively use the materials that were selected.

On the basis of these findings, Komoski noted that regular classroom teachers are in an unlikely position to select materials designed to meet students' educational needs. Furthermore, Komoski questioned the ability of regular classroom teachers who are responsible for developing individual education plans to do so effectively given their apparent lack of training in how to select instructional materials, the limited amount of time they spend selecting such materials, and, in many cases, their lack of involvement in the selection process.

Based on interviews, the author concluded that the above-mentioned shortcomings related to materials selection were more representative of the practices of regular teachers than special education teachers. For although the special education teacher "rarely has had any more training in the selection and use of instructional materials than the regular classroom teacher...the teacher of the handicapped tends to give much more attention to, and is much more concerned about, the effectiveness

and appropriateness of a specific instructional material than is the regular classroom teacher" (Komoski, 1979, p. 192).

Successful implementation of PL 94-142, however, will not occur merely as a result of providing teachers with time for and training in the selection of instructional materials for the handicapped. Rather, changes must take place "among those who develop and market instructional materials and among those who establish the policies that govern the adoption, selection, and purchase of instructional material" (p. 194). For, as Komoski stated:

> if PL 94-142 is truly enforced, not only will classroom teachers find themselves in need of the skills and techniques that will enable them to build 'individual education plans', but they will also need materials that have been appropriately developed and screened which will help them to turn those plans into a reality for each handicapped learner. (p. 195)

Because educators suffer from lack of time for and training in selection of instructional products, they seldom know what to look for when examining such products. Consequently, teachers "continue to be influenced by the instructionally less essential characteristics of material such as packaging, prestige of author or developer, and, of course, the new approach to the content" (Komoski, 1979, p. 202). To avoid falling for such features, teachers should ask "the bottom-line-of-learning question": "will this material help a teacher (either myself or the person I'm selecting this for) to change a learner's behavior more effectively, more efficiently, or more humanely than the material I'm now using?" (Komoski, 1979, pp. 202-203).

The relationship between teaching and instructional materials was described by Cohen, Alberto, and Troutman (1979) as inseparable in that the instructional materials tie together the curriculum, teaching methods, and students learning achievements. To assist teachers in making worthwhile selection decisions, Cohen et al. recommended the use of an inquiry model containing the following four questions--who, why, what, and how--whereby the individual responsible for selecting instructional materials should be able to determine the instructional worth of the materials under consideration.

> Each question relates directly to the following pedagogic concepts: (1) Who--refers to the target population; (2) Why--refers to the purpose of the material; (3) What--refers to the structure, format, methodology, construction, function, and quality; and (4) How--refers to process, management, feedback, response mode(s), generalization, adaptation, and sequencing. (p. 7)

Schwartz (1979) found that teachers of handicapped high-school students experienced even more difficulty finding suitable instructional materials for their students than did teachers of elementary-age students. Materials for high-school students must not only be designed to meet their academic needs, they must also be in keeping with their level of social maturity. Finally, this group of students must be provided with materials that look like those used in the regular school program.

To achieve these goals Schwartz advocated dealing only with established and reputable publishers and purchasing materials for which field-test data are available. Schwartz further suggested that teachers conduct

a "superficial evaluation" of materials under consideration for purchase, that is, the material is examined in order to determine "obvious characteristics like the publishing company, author or designer of the materials and the date of publication" (p. 20). During this evaluation phase, the teacher should also examine the format and content of the material and decide whether or not the material appears to match his/her own teaching style. Product durability and ease of storing should also be considered before the material is subjected to a "more in-depth content examination" (Schwartz, 1979, p. 20) covering the central theme of the material and such considerations as whether or not the material will fit the number of students who will be using it, quality and relevance of photographs and illustrations including racial and sexual balance. The final consideration in the selection process deals with the adaptability of the material. Adaptability here refers to the "variety of ways material can be adjusted for classroom situations" (p. 21).

Hasazi's (1979) guidelines for selecting instructional materials consisted of nine questions to which the potential purchaser/developer of instructional products should respond before buying or creating a new material:

1. Does the instructional program describe its aims or goals?
2. Does the instructional program describe the enabling skills or prerequisite steps required to reach the final goal?
3. Are there provisions made for assessing a child's entry level on the enabling skills and final goals?

4. Does the instructional program require frequent student responding?
5. Are there provisions for delivering feedback and correct responses and specific strategies for correcting errors?
6. Does the instructional program provide a measurement system that contains periodic check points and provisions for moving a child ahead, or reprogramming for skills not learned?
7. Does the instructional program allow for responses to be made in a variety of ways in order to demonstrate learning?
8. Does the instructional program suggest strategies for ensuring that the skills learned can be utilized across a variety of learning environments?
9. Does the instructional program appear interesting and functional? (pp. 32-33)

Borden (1979) presented a model for materials analysis involving the use of a grid system on which ratings of instructional materials could be recorded. In this connection the author also proposed a number of evaluation criteria which could be used for instructional materials analysis. The criteria were grouped according to the following five areas: (a) Objectives; (b) Skill requirements and sequence; (c) Instructional techniques and requirements; (d) Motivational factors; and (e) Evaluation. While Borden noted that the above criteria were suitable for his use, he suggested that other evaluators might identify and use other evaluation criteria.

Wilson (1978) described the instructional materials selection process in terms of a "curricular-student-teacher triad" (p. 374), that is,

each aspect of the triad in some way influences the other two. In order to make a wise selection, the teacher must examine curricular, student, and teacher variables. Wilson noted that while it is not uncommon for teachers to carefully attend to the curricular and student variables they frequently overlook the teacher variable. Since "it is the teacher who must act as the catalyst to assure interaction among the other two components...his/her desires, knowledge, and competence must be considered" (Wilson, 1978, p. 376). Specifically, Wilson suggested that materials under consideration be examined on the basis of (a) bibliographic information, (b) price, (c) instructional area, (d) skills scope and sequence, (e) component parts, instructional level, quality, format, available support materials, time requirements, field test and research data, and methodological approach, and theoretical bases (p. 381). Since the above criteria are not inclusive, an individual responsible for selecting instructional materials may wish to add others or, expand and adapt those presented.

Although Bender and Baker (1979) were primarily concerned with providing guidelines for the selection of social studies materials, their proposed selection criteria are applicable to anyone responsible for reviewing and selecting instructional products. According to these authors the following elements must be included in the selection process:

1. Many persons should be involved in the process: the professional teaching staff, children, building administrators, and even, in some instances, parents.
2. Statements of criteria for selection of materials must be explicit. These should be developed cooperatively by those most concerned with and involved in the selection

of these materials. These statements of criteria must not be based on assumption or thoughtless expectations.

3. Empirical information about sources for media must be expanded and critical annotations of resources and collections must be available and used.
4. More kinds of information must be used, including professional analysis and user reports. Evidence of effectiveness, learner verification, and instructional validity is required to support this process.
5. Excellent techniques for examination and review must be identified, quantified, and refined through use. Comprehensive checklists, rating scales, and other hard evidence must provide the criteria of acceptability. Unstructured, subjective comments will not do.
6. Objective evaluation of materials must be increased. Systematic evaluation and verification of materials through use must prevail. Opinion and impressions will not do. (Bender & Baker, 1979, p. 363)

In summary, the guidelines called for prospective users to examine materials under consideration in light of the following eight areas: purpose, producer, authenticity, appropriateness, content, supporting opinion, supplementary information, and validity.

The purpose of the previous section of this review was to describe existing approaches to the selection of instructional materials. Latham (1974) summarized the state of the art of materials selection in the following manner: "everyone is talking about it, nearly everyone is

doing something about it, but no one seems to be getting very far at it" (p. 11). Latham's appraisal of the situation nine years ago was a fairly accurate one, and unfortunately, it has not improved since then. Guidelines proposed for materials selection have not changed appreciably over the last 15 years. While this phenomenon may be viewed as evidence that the criteria identified thus far are appropriate, no research has been conducted to verify this notion. Furthermore, no research studies have examined whether or not those individuals who select instructional materials utilize systematic procedures to accomplish this important task.

While much has been written about the need for systematic selection practices, virtually no literature is available on which criteria, if any, are currently deemed important by those responsible for selecting instructional materials. Further research in this area, therefore, should be directed at identifying existing materials selection practices rather than describing what ought to occur. Without such information, improvements in materials selection procedures are unlikely to be implemented.

Evaluation of Instructional Materials

It is difficult to discuss the literature on instructional materials selection practices without also describing the materials evaluation literature. In fact, the terms evaluation and selection have often been used interchangeably. The remainder of this review is devoted to the literature on evaluation of instructional materials.

An educational review was defined by Schermer (1975) as "An activity carried out by an organization that must choose one or several educational

products from many possibilities" (p. 1). Schermer differentiated between an educational review and an evaluation stating that "in a review, very little time is spent rating each product, usually a matter of hours" (p. 1). The author made a further distinction between an educational review and an evaluation saying that "an evaluation collects data about a product or products, while a review uses whatever data and information are available in order to make a decision among products" (p. 1). While, in some instances, evaluation is carried out as part of the review process, the review process, according to Schermer, must be approached in an equally systematic and logical manner as is a product evaluation. The author identified and defined three categories of instructional material which may be the subject of a review, i.e., products, programs, and practices.

Reviews may be divided into two categories: single or mixed topic. A single review is used to decide among products with the same or similar subject matter, whereas mixed topic review refers to a selection procedure used to choose among products representing a wide variety of subject matter. Schermer identified six kinds of decisions for which reviews may be used: (a) to develop a product; (b) to continue development; (c) to disseminate a product; (d) to package a program; (e) to recommend a product; and (f) to use a product. The last type of decision is the one for which teachers, schools, and school boards would utilize the review procedure. In such a review the criterion of appropriateness is of most importance because the instructional product is being chosen for a particular student, school building, or school district.

Evidence of product effectiveness is an aspect of the review process that is often overlooked by reviewers. In Schermer's opinion, the

best products are not necessarily those demonstrating the greatest evidence of effectiveness. Rather, "the products with the best evidence ...will tend to be the ones whose goals are the most straightforward and easy to measure, and the ones that are used in situations where controls are easy to institute" (p. 13). Thus, reviewers who include evidence of product effectiveness in the review procedure must be aware of the possibility of bias against those products whose goals are not straightforward and easy to measure.

Schermer divided the criteria used in reviews into the following five categories:

1. the effectiveness of the product;
2. the need for the product;
3. the intrinsic quality;
4. the practicality; and
5. the quality of supporting evidence. (p. 14)

Unless review criteria used as a product screening measure are scaled, the reviewer has no notion of the extent to which each criterion has been met.

Schermer suggested that review criteria be viewed as "a checklist of things to consider" (p. 55), and stated that using review criteria in this manner is

> probably more important than trying to use criteria to get a set of numerical ratings which, when averaged with appropriate weightings, will give an overall rating. Perhaps a set of criteria which can be used in this way for all products will some day be developed, but we have found no sign of it at present. (p. 55)

A model rating form originally designed for use in national-level reviews was presented along with suggestions for modifying it to make it applicable in a variety of review situations.

Brown (1975) proposed a method for analyzing instructional materials and curriculum programs which involved use of a Q sheet consisting of 31 questions. A Q sheet "is a generic term whic refers to any standard set of questions, probes or program elements to be used as the basis for systematic analysis, in this case, components of an instructional program" (p. 411). Brown outlined a number of situations in which a systematic analysis of instructional materials would be useful for the educational practitioner, i.e., (a) to examine the internal consistency of commercially available programs; (b) to compare the quality of two or more instructional materials prior to purchase; (c) to determine if a student is experiencing difficulty because he is using the wrong instructional materials; (d) to develop a curricular history of a student or a group of students in order to identify those programs or materials with which they have experienced either success or difficulty; (e) to assist in identifying appropriate supplemental materials for a student; (f) to help in systematically identifying the strong and weak components of a given instructional program; (g) to aid the practitioner in developing a systematic approach to materials adaptation; (h) to promote curricular research by providing the researcher with a means of systematically comparing or manipulating materials variables; (i) to make supervisors and consultants appear less threatening when they comment on the appropriateness of materials used in an educational program; (j) to assist the practitioner in determining the similarities and differences in new

materials; (k) to increase professional competence in the area of materials specifically designed for use with special education students.

Wiederholt and McNutt (1977) described some of the difficulties teachers experience in attempting to evaluate the appropriateness of instructional materials for handicapped adolescents. Currently available selection guidelines have been designed to assist the teacher who is looking for suitable materials for elementary-aged students, thus few, if any, guidelines for selecting instructional materials are available for older handicapped students.

The authors proposed a two-phase approach to comprehensive evaluation of instructional materials for handicapped adolescents. The first phase, static evaluation, occurs when a teacher decides upon the instructional materials or program to be purchased and implemented. Dynamic evaluation, on the other hand, takes place after the student has used a particular material or program for a period of time. The purpose of this evaluation phase is to assist the teacher in determining whether or not the material appears to meet student needs and hence whether the program ought to be modified or discontinued. The authors described five elements to be considered when performing a status materials evaluation: "(1) relevance of the material to students' needs; (2) readability levels of the printed materials; (3) language of the materials; (4) prerequisites; and (5) motivation" (p. 13).

To conduct a dynamic evaluation of instructional materials the following four techniques were suggested: "(1) pre/post testing; (2) analytic teaching; (3) observation; and (4) interviewing" (p. 15). Each technique requires that the teacher carefully and systematically examine the student's interaction with the material being evalauted and decide if it meets the student's instructional needs.

As mentioned previously, no consensus has been reached concerning what is meant by the term evaluation. Ward (1968) maintained that "when a teacher decides to use or not use an available material, an evaluation is being made" (p. 21) which, in turn, was considered to be the starting point from which teachers might begin to practice more stringent evaluation procedures.

Komoski (1979) described evaluation in far more global terms. In his estimation:

> every time corporate decision-makers in an educational materials company decide to develop or not to develop, to market or not to market, to revise or not to revise a particular instructional material, that material has been evaluated. And every time an editorial director decides to shape a material one way rather than another, that material has been evaluated. Similarly, every time a company sales representative decides to recommend or not to recommend a particular material to a prospective purchaser, that material has been evaluated. In addition, every time USOE, NIE, or any other public or private funding agency decides to fund the dissemination of one material and not other materials, those materials have been evaluated. Likewise, every time a teacher chooses a material for classroom use from such a list, or from a publisher's catalog, or at a commercial exhibit, that material has been evaluated. Likewise, every time that teacher uses a material for a specific purpose or decides not to use it again, that material has been evaluated. Finally, although hardly ever recognized

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> for that is is, every time a learner uses a particular instructional material in a purposeful way or fails to so use it, that material is undergoing an evaluation that is far more important than those evaluations it has undergone prior to that moment. For it is only at this moment of instruction, this ultimate bottom line as it were, that it becomes possible to come to something approaching a valid decision as to the effective instructional value of a particular instructional material. (pp. 197-198)

Moss (1968) described an evaluation procedure which relied on teacher evaluations of materials use in classrooms as being the most likely to yield valid information about instructional materials. To compensate for such problems as overall cost, time factors, and various other impracticalities inherent in an evaluation system that utilizes only teacher input, the author proposed a system consisting of five levels of evaluation input. Briefly, the first level of input comes from instructional materials center (IMC) library staff who would analyze the physical characteristics of the material. The second level of the evaluation scheme would require the same library staff to work with other IMC personnel or consultants in preparing an analysis of the content of the material, behavioral objectives, task analyses, and rationale. Teacher input and information obtained from classroom observations would constitute the third level designed to yield information relative to the effectiveness of materials in classroom situations. Research studies, the fourth evaluation level, would provide "findings on learning variables and effects; teacher reactions; instructional variables; and effects of innovations in use of material, etc." (Moss, 1968, p. 305).

Finally, the instructional materials industry (i.e., publishers, producers of materials, and authors) were identified by Moss at the fifth source of evaluation input responsible for providing a rationale and a description of the population for whom a given material was developed. According to Moss, the instructional materials producers might also be responsible for supplying some of the information obtained from the other four input levels.

McIntyre and Nelson (1969) proposed a two-step approach to the evaluation of instructional materials. Immediate evaluation of materials would ensue from having expert panel members complete instructional material checklists. These checklists would provide information about "some aspects of the internal qualities of material, such as durability, convenience in storage, probable attraction to children, etc." (p. 25). The expert panel members would then be asked to determine how well the material fit a given program's scope and sequence, and to indicate if a particular material was in keeping with the educational objectives of the special school or class.

While McIntyre and Nelson (1969) considered this type of evaluation intrinsically useful, they suggested that, ideally, instructional materials must be evaluated through an empirical framework including:

1. A statement of the educational objectives which might be achieved through use of the item.
2. A specification of the range and type of children or youth to be instructed with the item.
3. A description of the degree of teacher involvement and/or competencies required. (p. 26)

In addition, the authors advocated examining a material's probability of success--that is, estimating whether or not certain educational goals will be reached given the type of students and caliber of teachers who will use the material under consideration. Furthermore, it was suggested that a material be evaluated in terms of its educational efficiency, that is, an evaluator must look at a material in terms of the time and effort required to accomplish educational goals.

Finally, the authors outlined the steps necessary to implement a model for field-based evaluation designed to analyze instructional materials along the following four dimensions: (a) practical aspects of the material (i.e., ease of use, convenience, space requirements, etc.); (b) amount of teacher involvement required to achieve maximum educational benefits; (c) durability; and (d) evidence that the material was responsible for the attainment of changes in pupil behavior.

McIntyre (1970) described evaluation as "the basis for decision making, and as such, [it] includes both description and judgement, and collection of pertinent data on which to base judgements" (p. 213). According to McIntyre, evaluation and research are not synonymous terms. In research, validity measures should be external rather than internal as opposed to evaluation which is not as concerned with other populations and settings (generalization), and hence uses internal validity measures.

McIntyre identified the following four approaches to instructional materials evaluation: (a) utilization of expert judgment; (b) creation of a panel of experts to work through an SEIMC; (c) utilization of master teachers in the field who would be paid for their services; and (d) having teachers in the field evaluate materials borrowed from an SEIMC.

The author emphasized that the type of approach selected is dependent upon the needs, objectives, and resources of the individuals who perform the evaluation. Above all, the materials evaluation process must be "on-going, continuing...and interacting...the data generated are used to modify the system, to make decisions, to make the instructional system self correcting, and only data which can be used are collected" (p. 219).

Eash (1969) designed an evaluation instrument to assist in the selection of instructional materials based on the notion that such an instrument must be capable of pinpointing instructional products that can be effectively incorporated into the school program. Thus, the resultant instrument was intended for use in the selection of a variety of instructional products.

Four constructs - - objectives, organization of the material (scope and sequence), methodology, and evaluation - - formed the basis of the instrument. Included in the evaluation form were provisions for a "summary quantitative judgment, an overall judgment of the materials as a learning package, ... and questions which elicit information on development and evaluation procedures used by the producer in creating the learning package" (p. 1).

The proposed evaluation procedure required training of those who would eventually use the evaluation instrument to ensure maximum utilization. The following training outcomes deserve particular attention. When teachers were trained to systematically examine materials, they also became more aware of the intended use of those materials and, consequently, were more likely to use them for the intended purpose. As

Eash noted, failure to attend to the intended use of instructional materials is often a major reason why certain materials fail to meet user expectations. As a result of systematically examining instructional materials, teachers became aware that "scarcely any instructional material is a self-contained learning package for a range of learners" (p. 2). Such an awareness causes teachers to attend more carefully to matching materials and students' educational needs. Furthermore, it was found that evaluations performed by two-to three-member teams resulted in more effective assessments of the materials than did evaluations performed by individuals.

The evaluation of instructional materials was defined by Levine (1969) as a "tool for providing today's teacher with a means of getting into the jungle (of instructional materials); finding particular materials to meet her needs; and bringing them into the classroom and making effective use of them" (p. 1). Levine noted that while a range of procedures have been identified to assist the teacher in evaluating instructional materials, little evidence has been found to support the notion that one approach is better than another.

In an effort to remedy this situation, Levine conducted an Evaluation Institute aimed at creating a library of material evaluations, while at the same time systematically studying the evaluation process. Sixteen teachers of the educable mentally retarded were invited to participate in the Institute.

Through the Institute, the author hoped to determine: (a) if different types of materials require the use of different evaluative criteria; (b) what criteria are identified by the practitioner as important; (c) and whether or not it is possible, through the use of a game

format, to make teachers aware of the variety of questions that must be asked when evaluating instructional materials. In the course of the Institute, the following criteria were most frequently identified: "cost of the material, whether it can be used individually or in groups, the type of child it can be used with, and whether it contains student appeal" (Levine, 1969, p. 6). Also, it was found that the criteria developed by Institute participants for instructional hardware and software did not differ.

After establishing a set of evaluation criteria, participants were requested to develop an evaluation form and later apply it to a number of materials. At this time, participants were given an opportunity to alter the Evaluation Form. However, only minor changes were made.

The main problem with this approach to evaluation was the artificial environment in which the evaluations were performed. Based on the conviction that a more accurate evaluation could be obtained if materials used in the classroom were included in the study, an ongoing evaluation group--the Evaluation Network of Indiana Teachers--was established. As a result of Network meetings concerning the usefulness of the Evaluation Form in actual classroom settings, it was determined that the checklist format was not inclusive enough. Thus, blank spaces were recommended for the recording of pertinent information rather than a checklist format. Based on the results of the Evaluation Institute, the author concluded that it was, in fact, possible to develop a practitioner-centered approach to the evaluation of instructional materials without using highly sophisticated evaluation instruments. If teachers are to serve as active participants in the evaluation process, they must serve "as the developer of evaluative criteria, as the evaluator of the material, as the developer

of a vehicle for dissemination, and as the reader of the completed evaluation" (Levine, 1969, p. 11).

Baum (1972) reported the perceptions of teachers of the mentally retarded concerning their ability to evaluate instructional materials, their willingness to participate in the evaluation process, and their judgment of the ability of others to evaluate classroom materials. An 11-item Instructional Materials Evaluation Scale was mailed to 100 teachers selected from the membership files of the Kansas Special Education Instructional Materials Center (SEIMC). Approximately 85% of the respondents (92% of the membership) indicated that they did not feel that teachers lack the skills necessary to evaluate instructional materials. Over 95% of the survey respondents stated that other teachers' evaluations of instructional materials were of interest to them, and nearly 84% expressed an interest in using evaluations completed by other borrowers of SEIMC materials. Nearly 84% of the respondents agreed that teacher evaluations of materials were of more use to them than publishers' claims. Further, survey results overwhelmingly indicated (nearly 97%) that teachers do not agree that principals are better evaluators of materials than teachers. Slightly fewer teachers (82%) disagreed with the statement that school psychologists are better evaluators of instructional materials than teachers.

In terms of willingness to participate in the evaluation process, the responses of the group surveyed were fairly evenly divided as to whether or not teachers have the time to evaluate instructional products. However, over 81 percent of the respondents expressed an interest in using evaluations prepared by other teachers.

On the basis of survey results Baum recommended that "the Regional Center and its affiliates must take the initiative in encouraging teachers to participate in the materials evaluation process and in demonstrating its value to teachers" (p. 50). To this end, Baum recommended that SEIMC's provide preservice and inservice training to enable teachers to systematically evaluate instructional products designed for use with the retarded.

McLaughlin and Trlica (1976) advocated that teachers be included in the process of evaluating instructional materials. Their review of the literature offered further support for the need for teacher involvement and input in the evaluation process. The authors suggested that after a given material has been used in the classroom, it should be evaluated by means of a structured checklist that is easy to read and mark, no longer than one page, and that requires from 10-12 minutes to complete. The form developed by McLaughlin and Trlica focused on the evaluation of the following areas: "curriculum emphasis, content, appropriateness, instructions, physical characteristics, and general information" (p. 54).

Fetter (1978) developed an instrument designed to assist in evaluating a variety of instructional materials. The instrument consisted of items to be checked and a series of questions about instructional materials to which an evaluator was to respond by either checking "yes" or "no".

Instructional materials, according to Fetter, must be examined to determine whether or not they serve as an aid in the learning process. In this context, Fetter considered evaluators responsible for alerting materials producers to the fact that educational consumers are interested only in those products that provide evidence of their effectiveness.

Summary

While much has been written concerning the selection and evaluation of instructional materials, a need still exists for indepth research in this area. As evidenced in this review, even the terms selection and evaluation have seldom been adequately defined. Rather, the suggested definitions tend to be based upon author opinion. As a result, the same problem is encountered when one examines the plethora of selection and evaluation criteria that have been identified in the literature. With the exception of the study conducted by Levine (1969), all identified criteria have been author, rather than practitioner, generated. Latham's (1974) work provided evidence that teachers are interested in less than one-third of the items which commonly appear on materials evaluation forms. Consequently, there is a definite need for more research to identify those criteria that are considered useful to practitioners.

Although guidelines have been proposed for selecting and evaluating instructional materials for the handicapped, existing research has not examined the actual practices of special education teachers in this area. Similarly, no research has compared their selection and evaluation practices with those of regular classroom teachers. According to the results of the survey conducted by the Educational Products Information Exchange (1977), teachers are involved in the selection of their classroom materials slightly more than half the time. Thus, it is ironic to find that the majority of articles describing selection criteria are directed at teachers when, in fact, it is unknown whether or not teachers serve in this capacity in most cases.

As illustrated in this review of the existing literature, suggested procedures for selecting and evaluating instructional materials vary tremendously. Identified procedures range from requiring the practitioner to respond to five questions to completing a six-page evaluation form. To date, no evidence has been found to suggest that any one evaluation procedure is inherently better than others.

Few of the authors reviewed have suggested what is to take place after a given material has been evaluated. That is, the decision to choose one material over another is still dependent upon the subjective judgment of the person selecting the material. No one has developed a method that yields a ratings scale of the materials under consideration. No consensus has been reached as to when instructional materials should be evaluated. Some authors have suggested that a material can only be evaluated after it has been used in an educational setting. While theoretically sound, such an approach fails to acknowledge the fact that few teachers have unlimited budgets for the purchase of instructional materials and that such procedures require a vast amount of instructional time. It is unrealistic to expect that teachers have the time or the inclination to evaluate every piece of material used in an educational program. What is needed, therefore, is an effective and efficient method that would enable teachers to evaluate the relative merits of a given material prior to its purchase and incorporation into an educational program.

Most of the authors whose work was reviewed agreed that individuals responsible for selecting and evaluating instructional materials cannot be expected to do so without adequate training. However, responses to the EPIE (1977) survey indicate that those who select instructional

materials have received little training for this important function. Teacher training programs must be considered responsible for delivering quality training in this area and hence must incorporate this component in existing curricula.

While the proposed research will not resolve all the issues surrounding the selection and evaluation of instructional materials, it does, however, represent a starting point for examining the practices employed by professionals responsible for selecting instructional materials for the handicapped. At the same time, it is anticipated that the results of this study will identify those selection criteria that are important in this process. Finally, the proposed research represents an initial step in the development of a procedure for permitting instructional materials to be selected on the basis of a numerical rating system as opposed to subjective judgment.

CHAPTER III

METHOD OF INVESTIGATION

Purpose

The purpose of the present investigation was to develop a weighted checklist for use in the selection of instructional materials for students receiving special education services. The development of a weighted checklist involved the following seven phases: (a) development of field-test version of survey; (b) selection of expert reviewers; (c) distribution of field-test version of survey; (d) subject selection; (e) survey refinement; (f) distribution and return of survey; and (g) data analysis.

Method

Development of Field Test Version of Survey

Development of the field-test version of the research survey began in August, 1980. A faculty member in the Department of Special Education at the University of Kansas served as a content expert for the study. This individual is an expert in the area of instructional materials selection and has taught graduate-level courses in instructional materials selection and evaluation. First it was necessary to identify the selection criteria which had previously been utilized in the literature. The selection checklists proposed by 24 authors were reviewed for inclusion in the field-test survey. A listing of authors, the titles of their respective checklists, and year of publication is contained in Appendix A. Each author's selection criteria were sorted into the following broad

topic areas: (1) title/name of product; (2) copyright date; (3) author; (4) non-sexist, non-racist bias; (5) size, space requirements; (6) number of users; (7) instructions for teacher/student; (8) target population; (9) teacher's guide; (10) physical characteristics, format; (11) time requirements; (12) publisher; (13) adaptability; (14) reading, interest, instructional level; (15) component parts; (16) entry, prerequisite requirements; (17) ease of use, teacher training; (18) motivation, appeal; (19) research, field-test data; (20) method, technique; (21) technical quality; (22) content; scope/sequence, accuracy; (23) objectives; (24) price; (25) formative evaluation, feedback assessment; (26) amount of teacher involvement; (27) other. In all, 694 selection criteria were identified. Each criterion statement was examined and a decision was made as to whether it represented a unique criterion statement or whether it was a duplication of an existing statement. A survey item was written for each distinct selection criteria. An agreement of 100 percent was reached between the content expert and the project investigator concerning the wording and content of the field-test research survey. Altogether, the field-test version of the research questionnaire contained 103 criterion statements.

Selection of Expert Reviewers

To enhance the validity of the research survey, the content expert compiled a list of the names of 20 candidates for the roles of review panel experts. Individuals were selected based on their recognized involvement and expertise in special education instructional materials in one of the following capacities: (a) affiliation with instructional materials publishers or the Special Education Instructional Material Center (SEIMC) network; or (b) authorship of checklists for instructional

materials selection or professional journal articles on selection/evaluation of instructional materials. The expert panel members' responses to the survey were essential in that they not only assisted in the validation of the survey instrument, but also provided a data base upon which to compare the responses of the research subjects.

Distribution of Field-Test Version of Survey

A packet of information was prepared and mailed to each field-test reviewer at the end of January, 1981. Included in this packet was (a) a cover letter, (b) the field-test survey, and (c) a stamped, self-addressed envelope designed to expedite return of the field-test survey. The cover letter outlining the purpose of the study requested individuals to serve as expert reviewers and assured them that participation in the study was voluntary; confidentiality of responses was also guaranteed. (A copy of the cover letter is contained in Appendix B.) The field-test survey consisted of 10 typewritten pages of reduced copy. Directions for completing the survey were printed at the top of the first page. Reviewers were asked to examine the field-test questionnaire (see Appendix C) and to circle on a scale from 1 (low) to 10 (high) the amount of importance assigned to each criterion in the selection of instructional materials. Participants were asked to circle only one number per item and to refrain from adding fractional or decimal points to the scale. Directions for completion of the scale were printed at the top of each page of the survey. In addition, reviewers were asked to examine all questionnaire items and to consider whether or not additional statements needed to be included in the final questionnaire version. Space was provided at the end of the survey for individuals to list and rate any items they had added to the survey. Finally, participants wanting to

receive copies of the results of the study were asked to print their name and address on the last page of the survey. Followup telephone calls were placed to reviewers who did not return the survey within one week after February 16, 1981, the return date specified in the cover letter.

Subject Selection

An integral component of this research was the identification of subjects responsible for selecting instructional materials for special education students. In this connection, one might assume that random selection of special education teachers would automatically result in identification of those individuals who are responsible for the selection of instructional materials. However, research by EPIE (1977) offered contrary evidence, noting that "not only are materials independent of teachers' variables, but they are selected by someone other than the teacher who used them nearly 50% of the time" (p. 27). Thus, selecting only special education teachers might have resulted in the exclusion of those individuals who are responsible for purchasing materials for classrooms and/or libraries at the district or cooperative level.

To avoid identifying the wrong population, local special education administrators were asked to identify six individuals in their respective districts who were responsible for selecting instructional materials. The identification of potential subjects for the study consisted of a three-step process.

The first step involved contacting state directors of special education. To this end, a telephone call was made to the administrative office of the National Association of State Directors of Special Education (NASDE) requesting a list of the names and addresses of the state

directors of special education in each state and the District of Columbia. In the middle of September, 1980, a cover letter was prepared and mailed to all state directors of special education (see Appendix D). Included in the cover letter was a brief statement of the purpose of the study and a request that each state director provide a list of the names and addresses of the directors of local special education programs in his/her state. A stamped, self-addressed envelope was included with each request to increase the chances of the requested information being supplied. The student research assistant for the project placed followup telephone calls to those state directors who did not respond by October 1, 1981, the return date stipulated in the letter.

Local Directors

When each list of local special education directors was received, a number was assigned to each director in each state, and the total number of directors per state was recorded. The states were then divided into their respective Federal regions. At the inception of the project it was decided that 50 directors of special education would be randomly selected from each Federal region. The total number of directors chosen from each state was expressed as a ratio of the proportion of directors per state in relation to total number of directors per Federal region. The actual number of directors to be selected was expressed in relation to 50 (i.e., the total number of directors to be selected from each Federal region). Table 1 illustrates how the number of directors to be contacted in each state was determined in one Federal region.

TABLE 1

Number of Directors of Special

Education Selected in One Federal Region

State	Number of Local Directors	Ratio	Number of Directors Selected
Connecticut	90	90/299=x/50	x=15
Maine	132	132/299=x/50	x=22
Vermont	59	59/299=x/50	x=20
New Hampshire	28	18/299=x/50	x= 3
Total	299		50

The exact number of local directors needed from each state and the total number of directors per state was entered into a microcomputer which randomly generated sets of the code numbers of directors of local special education programs. Once the code numbers of the directors to be contacted were obtained, the names and addresses of those directors were recorded on a master mailing list to help expedite the request for identification of subjects. The master mailing lists were later used to record and track the return of subjects' names and addresses.

Subjects

The final step in the subject identification process consisted of preparing a packet of information for each of the randomly selected local directors of special education. The packets of information were mailed during the first week of January, 1981. Contained in the packets were a cover letter, a form on which to record the names and addresses of po-

tential subjects, and a stamped self-addressed envelope. The cover letter (see Appendix E) outlined the purpose of the study and asked local directors to provide, on an enclosed form (see Appendix F), the names and addresses of six individuals who selected instructional materials for special education students. Of those six, three were to be individuals who selected materials for elementary-age students, while the remaining three were to include individuals who select instructional materials for secondary-age students. The cover letter also contained a statement assuring the directors that participants in the study was voluntary and that all responses would be kept confidential. Directors interested in receiving a copy of the results of the survey were asked to fill in their names and addresses in the space provided. To ensure that followup telephone calls would not be placed to those individuals who chose not to participate, space was also provided on the form for indicating unwillingness to participate in the study.

Two techniques were employed to increase the return of completed forms. The first consisted of the inclusion of a stamped self-addressed envelope for returning names and addresses of potential subjects. The second technique, drawn from marketing research, (Robertson & Bellenger, 1978), involved the promise of making a given monetary contribution to a charitable or nonprofit organization after a certain number of completed surveys were received. The contribution mentioned in the cover letter to local special education directors consisted of a $5.00 donation to the Foundation for Exceptional Children, a nonprofit organization founded by the Council for Exceptional Children, for every 150 names and addresses received by January 19, 1981. Permission was obtained to name

the Foundation as the recipient of the donation before letters to the local special education directors were printed.

During the last week of January and the first week of February, 1981, followup telephone calls were placed to directors in Regions I and III who had not initially responded to the request to identify subjects. Originally, followup calls were to be made to all special education directors in all regions. However, limits on the project's telephone budget and the amount of time required to contact each local director made a complete followup impossible.

As the names and addresses of subjects were received, they were coded and entered on a word processor to expedite the preparation of cover letters and envelopes when the research survey was later to be mailed out.

Survey Refinement

Field-test surveys returned by the expert reviewers were checked for completion and reviewers' comments about the survey were read. A mean rating and the standard deviation for each survey item were calculated. During the development of the project proposal, it had been decided not to include in the final version of the research survey any field-test survey item that did not receive a mean importance rating of at least three (3.0). Since the mean ratings for field-test survey items ranged from 3.60 to 9.50, none of the items was omitted from the final survey version.

Among the reviewers' comments about the survey, only one suggested including additional selection criteria. While the three suggested criteria were reviewed, they were not included in the final version of the survey because they duplicated items already contained in the survey.

One reviewer pointed out that item number 32 which was worded, "The attractiveness, appeal, and motivation of the material to students", represented two questions, since materials may be appealing without also being motivating to students. Given this suggestion, the item was re-written as two separate selection criteria. Therefore, the final version of the survey consisted of 104 statements about instructional materials.

Some reviewers commented that the field-test version of the survey, which consisted of 10 pages of reduced print material, was tedious to complete. Based on such criticism, it was decided to use a more compact and attractive format for the subjects' copy of the survey. Consequently, a commercial artist was employed for the purpose of designing a survey booklet which would be readable yet, when folded, would fit into a standard envelope. The artist also designed the booklet cover and laid out the copy for typesetting. The cover of the final form of the survey provided a line for recording the code number assigned to each subject as well as directions for completing the survey, and a return address. On the first page of the survey subjects were asked to indicate: (a) the type of students for whom they selected instructional materials; (b) the grade level of students for whom they selected materials; (c) their position within the school district or cooperative; (d) whether or not they had received formal coursework or training in the selection of instructional materials; (e) whether or not they felt that such training is of value to those who select materials; (f) the sources they used to obtain information about instructional materials; (g) how frequently they used a checklist or materials selection form when selecting instructional materials; and (h) the setting in which the selected materials were used. Pages two through 11 of the survey contained the 104 criterion statements.

Criterion statements did not appear in the survey in a predetermined order. They typically were organized according to the major topic area in which they previously had been categorized. Placement of criterion statements in no way reflected a presumed amount of importance for each item. Half of page 11 contained items 105 through 109, while leaving space for subjects to fill in and rate any additional selection criteria they felt had been omitted from the survey. Directions for completing the survey were printed at the top of page two; the meaning of the rating scale was repeated at the top of each page of the survey. Subjects were instructed to read each statement of the selection criteria and to circle on a scale from 1 (low) to 10 (high) the amount of importance they attached to each criterion when selecting instructional materials for special education students. Finally, participants were asked to circle only one number per item and to refrain from adding fractional or decimal points to the scale. Space was provided on the twelfth page of the survey booklet for subjects to make any additional comments about selection of instructional materials. A statement thanking subjects for their participation in the study was printed on the thirteenth page of the survey where space was also provided for subjects to print their name and address if they wanted to recieve a copy of the study results. A copy of the final version of the research survey is contained in Appendix G.

Distribution and Return of Survey

A packet of materials was prepared and mailed to each identified subject during the first week of April, 1981. The packet consisted of a cover letter, the research survey, and a stamped, self-addressed envelope. The cover letter outlined the purpose of the study and assured subjects that participation in the study was voluntary, and that all re-

sponses would be confidential. Subjects were told that a $5.00 contribution would be made to the Foundation for Exceptional Children for every 150 surveys completed and returned by April 22, 1981, the return date stipulated in the cover letter. A word processor was used to type the inside address and to personalize the salutation in each subject's letter. A copy of the cover letter to subjects is contained in Appendix H.

A code number was assigned to each subject when his/her name was received from the local director of special education. For ease in tracking the return of surveys, each subject's code number was recorded on the cover of the survey he/she received. The same code number was also recorded on the outside of the envelope containing the cover letter, the survey, and the return envelope to assist the project investigator and research assistant in verifying that packets of materials were mailed to all identified subjects.

A followup postcard (see Appendix I) was mailed to subjects who had not returned the survey by the last week in April, 1981. Also, new surveys were mailed to those individuals who responded that they had lost their copy.

As surveys were returned, they were checked to ensure that they had been completed. Returned surveys in which nothing had been written were marked as invalid and were not included in the compilation of survey results. Attempts were made to correct addresses on surveys returned by the U.S. Postal Service because of an insufficient or incorrect address. Addresses on returned surveys were first checked to make sure they were correct. In some instances, address corrections were made and the surveys were mailed a second time. In other cases where the address was the same as the one supplied by the local director, the

survey was mailed again to a given individual--this time in care of the director who originally identified the subject. The data reported by subjects on page two of the survey were coded, and code numbers were recorded on the inside cover of the survey to enable keypunching of that information simultaneously with the subjects' numerical ratings of selection criteria. Surveys received after keypunching of the data was begun were considered invalid and hence were not included in the compilation of survey results.

Data Analysis

A computer programmer was hired to prepare a program that would yield a tabulation, by state and region, of subjects' responses to the descriptive data reported on page two of the survey. Also, a computer program was used to compile subjects' ratings of each criterion statement and to calculate the mean importance rating and standard deviation for each survey item. A count was also taken of the number of subjects who (a) listed additional selection criteria, (b) wrote comments at the end of the survey, and/or (c) requested the results of the survey.

A Pearson product-moment correlation coefficient (Feguson, 1976) was used to measure the correlation between experts' and subjects' mean ratings of survey items. Proportionate scale weights based on means (Edwards, 1957) were used to develop a weighting system for the selection of instructional materials.

CHAPTER IV

RESULTS AND DISCUSSION

The purpose of this research project was to survey a national sample of individuals responsible for selecting instructional materials for special education students in order to ascertain the amount of importance they assigned to selection criteria previously identified in the literature. Based on a review of 24 checklists for selecting instructional materials, a 104-item research questionnaire was constructed.

In this chapter the following elements of the study will be discussed: research questions, subject selection, field-test survey distribution and return, survey distribution and return, characteristics of the sample population, weighting of survey items, survey results, additional selection criteria identified by subjects, and the intended use of the checklist.

Research Questions

As a part of the data collection, subjects were asked to respond to a series of questions and/or statements for the purpose of establishing the basis for the analyses of the following questions:

1. What were the mean importance ratings assigned to identified selections criteria by subjects?
2. What were the mean importance ratings assigned to identified selection criteria by expert reviewers?
3. What was correlation between mean importance ratings assigned to selection criteria by subjects and expert reviewers?

4. For what types of students did subjects report selecting instructional materials?
5. What percentage of survey respondents selected materials for elementary-age, secondary-level students, or both age groups?
6. What positions in school districts or cooperatives were held by individuals responsible for selecting instructional materials?
7. What percentage of individuals selecting instructional materials for special education students reported having completed formal coursework or received training in this area?
8. What percentage of subjects indicated that they considered that formal coursework or training in the selection of instructional materials is of value?
9. What sources did subjects report using to obtain information about instructional materials?
10. What percentage of individuals selecting instructional materials reported using a checklist or materials selection form when making selection decisions?
11. In what settings were the selected instructional materials selected by subjects used?

Subject Selection

An integral part of the research project involved the identification of individuals in school districts or special education cooperatives across the nation who are responsible for selecting instructional materials for special education students.

State Directors

Initially, the state directors of special education programs in each state and the District of Columbia were contacted and asked to submit a listing of the names and addresses of the directors of local education programs in their respective state. Forty-five (45) state directors provided the requested information. One individual replied that his state did not wish to participate in the study, while five state directors did not respond to the request for information. In all, 88.24% of the nation's state directors of special education provided the information necessary for the second phase of subject identification process, contacting directors of local special education programs.

Local Directors

As each state list of local directors of special education was received, a number was assigned to each director within each state, and the total number of local directors per state was recorded. The states were grouped according to their respective Federal regions. Due to varying administrative structures across states, the number of local special education directors varied greatly among the states. It was previously decided to select 50 directors from each of the 10 Federal regions. The precise number of special education directors to be contacted in each state was calculated on the basis of the proportion of local directors per state in relation to the total number of directors in each Federal region. Table 2 contains a listing of the number of directors in each state, the percentage of the number of directors in relation to the total number of directors in each region, and the actual number of directors selected from each state.

TABLE 2

Number of Directors of Special Education

Selected From Each State

State	Number Directors	Percent of Regional Total	Selected for Participation[a]
REGION I			
Connecticut	90	30	15
Maine	132	44	22
New Hampshire	18	6	3
Vermont	59	20	10
Total	299	100	50
REGION II			
New York	44	68	34
New Jersey	21	32	26
Total	65	100	50
REGION III			
Delaware	17	6	3
Maryland	24	9	5
Pennsylvania	29	11	5
Virginia	144	52	26
W. Virginia	55	20	10
D.C.	4	1	1
Total	269	99	50
REGION IV			
Florida	66	8	4
Georgia	178	22	11
Kentucky	171	21	10
Mississippi	151	19	10
N. Carolina	146	18	9
S. Carolina	95	12	6
Total	807	100	50
REGION V			
Illinois	89	26	8
Indiana	85	15	8
Michigan	198	35	17
Minnesota	106	19	9
Ohio	16	3	1
Wisconsin	73	13	7
Total	567	100	50
REGION VI			
Arkansas	93	15	8
Louisiana	66	10	5
New Mexico	89	14	7
Oklahoma	80	12	6
Texas	315	49	24
Total	643	100	59
REGION VII			
Kansas	63	80	40
Iowa	16	20	10
Total	79	100	50
REGION VIII			
Colorado	48	20	10
Montana	41	17	8
N. Dakota	31	13	7
S. Dakota	34	14	7
Utah	40	16	8
Wyoming	48	20	10
Total	242	100	50
REGION IX			
Arizona	109	56	28
California	58	30	15
Hawaii	9	5	2
Nevada	17	9	5
Total	193	100	50
REGION X			
Alaska	52	11	6
Idaho	63	13	6
Oregon	129	27	14
Washington	233	49	24
Total	477	100	50

[a]Total number of Directors selected for participation - 500

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The exact number of local directors needed from each state and the total number of directors in each state was entered into a microcomputer which, in turn, was used to randomly select the previously assigned code numbers to directors of special education in each state. Using these code numbers, master mailing lists were compiled of the directors to be contacted in each state.

Questionnaire Respondents

The randomly selected directors were asked to identify and list the names and addresses of six individuals responsible for selecting instructional materials for special education students in their district or cooperative. A summary, by region, of the local directors' responses to this request appears in Table 3.

TABLE 3

Local Directors' Response to Request to Identify Potential Respondents

Region[a]	n of Usable Returns	% Usable Returns	n Choosing not to Participate	Total	% of Total Returns	n of SS Identified
I	46	92	0	46	92	230
II	25	50	3	28	56	119
III	41	82	4	45	90	219
IV	24	48	3	27	54	125
V	29	58	3	32	64	142
VI	30	60	3	33	66	159
VII	33	66	5	38	76	186
VIII	35	70	2	37	74	187
IX	32	64	1	33	66	150
X	32	64	4	36	72	142
Total	327	65	28	355	71	1659

[a] n = 50 for each region.

Five hundred directors of special education programs, representing 45 states and the District of Columbia, were asked to provide the names and addresses of potential subjects for this study. Of the directors contacted, 327 (65%), returned the name and address of at least one potential subject. Twenty-eight directors, 5.6%, replied that they did not wish to participate in the study. One hundred forty-five, 29%, did not respond to the request to identify subjects. A total of 1659 potential subjects were identified by local directors of special education programs.

Field-Test Survey Distribution

To provide a measure of the content validity of the research survey, a field test version of the survey was prepared and mailed to 20 individuals who were chosen to serve as expert panel members. Table 4 contains the results of the distribution and return of the surveys mailed to expert panel members.

TABLE 4

Field-Test Survey Distribution and Return

n of Surveys Distributed	n of Surveys Returned	% Usable Surveys Returned	n choosing Not To Participate	No Response	Total% Return
20	15	75	3	2	90

Of the 20 surveys mailed, 15 (75%) usable surveys were returned. Three individuals returned this survey stating that other commitments prevented them from serving as expert reviewers. Two potential panel members did not respond to the request to participate in the study. In all, a total

response of 90 percent was obtained from those individuals who were asked to serve as expert panel members.

The expert panel members were asked to examine 103 criteria for selecting instructional materials and to rate on a scale of 1 (low) to 10 (high) the amount of importance they assign to each criterion when selecting instructional materials for special education students. After the experts' surveys were returned, a mean importance rating and the standard deviation for each field-test survey item was calculated. The survey items were then rank-ordered from the most to the least important selection criteria to permit comparison with subjects' survey ratings.

Survey Distribution and Return

A packet of information consisting of a cover letter, the research survey, and a stamped, self-addressed return envelope was mailed to the 1659 individuals identified as responsible for selecting instructional materials for special education students. A summary by region of the survey distribution and return is contained in Table 5.

TABLE 5

Survey Distribution and Return

Region	Mailed	Usable Surveys Returned	Percent Usable Returned	Invalid	Total Returned	Total Percent Returned
I	230	138	60.00	2	140	60.87
II	119	77	64.71	1	78	65.55
III	219	142	64.84	3	145	66.21
IV	125	79	63.20	3	82	65.60
V	142	91	64.08	1	92	64.79
VI	159	113	71.07	0	113	71.07
VII	186	137	73.66	0	137	73.66
VIII	187	133	71.12	1	134	71.66
IX	150	96	64.00	1	97	64.66
X	142	88	61.97	2	90	63.88
Total	1659	1094	65.94	14	1108	66.79

Out of the 1659 surveys mailed to subjects, 1094 (65.94%) usable surveys were returned to the project investigator. Fourteen (14) surveys were considered to be invalid for one of the following reasons: (a) they were returned with no responses; (b) they were returned too late to be key punched; (c) the subject replied that he/she did not select materials for special education students.

Results of Followup Procedure

A postcard was printed and mailed to subjects who had not returned the research survey by the last week in April, 1981. A summary, by region, of the results of the followup by postcard appears in Table 6.

TABLE 6

Results of Followup Procedure

Region	Postcards Mailed	Number of Surveys Received	Percent Return
I	122	41	33.61
II	71	26	36.62
III	102	35	34.31
IV	67	22	32.84
V	60	11	18.33
VI	61	15	24.59
VII	68	20	28.99
VIII	76	23	30.26
IX	73	25	34.25
X	67	16	23.88
Total	768	234	30.47

A total of 234 surveys were received from the 768 individuals to whom the followup postcard was mailed. The average percentage of surveys returned in response to the followup reminder was 30.47.

Characteristics of the Sample Population

Subjects were asked to respond to a series of questions and/or statements for the purpose of arriving at a description of the sample population.

The first statement to which subjects were asked to respond was "Please indicate the type(s) of handicapped students for whom you select instructional materials (e.g., mentally retarded, learning disabled, etc)". The responses to this item by individuals surveyed are contained in Table 7.

TABLE 7

Type of Exceptional Student for Whom Materials Are Selected

Type of Exceptionality	N[a]	Percentage of Response
Educable Mentally Retarded	642	24.64
Trainable Mentally Retarded	146	5.60
Learning Disabled	823	31.59
Deaf or Hearing Impaired	109	4.18
Visually Impaired	79	3.03
Speech/Language Disordered	121	4.64
Gifted	61	2.34
Emotionally Disturbed	365	14.01
Severely, Multiply Handicapped	107	4.11
Chronically or Other Health Impaired and Physically Handicapped	123	4.72
Preschool Students	16	.67
Total	2605	100.00
Select Materials for 1 Exceptionality	468	42.78
Select Materials for 2 Exceptionalities	236	21.57
Select Materials for 3 Exceptionalities	197	18.91
Select Materials for 4 Exceptionalities	77	7.04
Select Materials for 5 Exceptionalities	40	3.66
Select Materials for more than 5 Exceptionalities	63	5.75
No Response	13	1.19
Total Number Surveys	626	99.97

[a]Subjects could indicate that materials are selected for more than one type of exceptionality.

As indicated above, the majority of individuals surveyed selected materials for either educable mentally retarded or learning disabled students. The next largest group for whom materials are selected was the emotionally disturbed. The breakdown of responses to this question is quite similar to the estimated prevalence of handicapped students under the age of 19 as reported by Blackhurst and Berdine (1981). Fifty-six percent of the subjects reported that they choose instructional materials for two to five or more types of exceptional students. Of that group, the majority select materials for two or three types of exceptionalities. It is possible that the individuals who reported that they select materials for two or three types of exceptional students may be providing services in cross-categorical programs.

The second statement to which subjects were asked to respond was, "Please indicate the grade level of students for whom you select instructional materials". Subjects' responses to item 2 are reported, by percentage, in Table 8

TABLE 8

Age of Students for Whom Materials are Selected

Age of Students	N	Percentage of Responses
Elementary Age Students	416	38.03
Secondary Age Students	350	31.99
Both	316	28.88
No Response	12	1.10
Total	1094	100.00

Subjects responses were fairly evenly divided among the possible student age groups for whom materials are selected. Thus, slightly more than one-third indicated that they select materials for elementary

age students while approximately another one-third choose materials for secondary age students, and slightly less than one-third reported selecting materials for both age groups.

The third statement to which subjects were asked to respond was "Please indicate your position in the school district (e.g., self-contained classroom teacher, resource room teacher, principal, director of special education, coordinator, etc.)". Subjects' responses are reported in Table 9.

TABLE 9

Subjects' Position(s) in School District

Position	N[a]	Percentage of Responses
Self-Contained Classroom Teacher	257	21.31
Resource Room Teacher	568	47.10
Itinerant Teacher	37	3.07
Principal	32	2.65
Coordinator, Supervisor, Psychologist, Consultant	273	22.64
Director of Special Education	33	2.74
No Response	6	.50
Total	1206	100.00
One Position Reported	977	89.31
Two Positions Reported	110	10.05
Three Positions Reported	1	.09
More Than Three Positions	0	0
No Response	6	.55
Total Number of Surveys	1094	100.00

[a]Subjects could indicate more than 1 position.

Nearly half (47.10%) of the subjects who responded to the survey indicated that they are employed as resource room teachers. The next largest group of respondents consisted of individuals who hold positions in their respective districts in a supervisory capacity. Subjects (21.31%) indicating that they serve as self-contained classroom teachers

made up the third largest group (21.3%), while the remaining respondents reported that they are either itinerant teachers, principals, or directors of special education. Although the majority of respondents indicated that they hold one position, ten percent of the individuals surveyed indicated that they serve in two positions in their respective school districts.

The fourth question to which subjects were asked to respond was, "Have you received formal coursework or training in the selection of instructional materials for handicapped students?" Subjects' responses to this question are summarized in Table 10.

TABLE 10

Subjects' Preparation for Selecting Instructional Materials

Response	N[a]	Percentage of Response
Received Formal Coursework or Training	665	60.62
No Formal Coursework or Training	417	38.20
No Response	13	1.19
Total	1095	100.00

[a]One subject marked both responses

More than half of the individuals surveyed (60.62%) reported having completed coursework or training in the area of materials selection. However, 38 percent indicated that they had not received coursework or training in this area.

Subjects were asked to respond to a fifth question, "Do you feel that such training is of value to those who select instructional materials?" The response to this question are presented in Table 11.

TABLE 11

Subjects' Perceptions of the Value of Training

Response	N[a]	Percentage of Response
Training is of Value	941	85.78
Training is not of Value	101	9.21
No Response	55	5.01
Total	1097	100.00

[a]Three subjects marked both responses.

The vast majority of respondents (85.78%) considered training to be of value, with less than 10 percent responding that such training is not valuable.

For question number six, subjects were asked to indicate the source(s) they use to obtain information about instructional materials. Responses to this item are reported in Table 12.

TABLE 12

Subjects' Sources of Information About Instructional Materials

Source	N[a]	Percentage of Responses
Professional Journals	713	15.92
Publishers' Catalogs	1013	22.62
Advice of Colleagues	943	21.05
Materials Displays at Conferences	879	19.63
Inservice Meetings	705	15.74
Other	221	4.93
No Response	5	.11
Total	4479	100.00

[a]Subjects could indicate more than one source.

Subjects responses to this question were fairly evenly divided among the possible choices. Publishers' catalogs were mentioned most frequently as a source of information, with the advice of colleagues

as the second most frequently selected source. Together, these two sources made up over 40 percent of the total response to question six. The third ranked source appeared to be materials displayed at conferences, followed closely by professional journals and inservice meetings. Subjects were also allowed to indicate any other sources they might be using in a specially designated space on the survey. Publishers' representatives, university personnel, and college coursework were mentioned most often in the "other" category.

The seventh statement to which subjects were asked to respond was, "Please indicate how frequently you use a checklist or materials selection form in selecting instructional materials for handicapped students". The percentage of responses to this question is described in Table 13.

TABLE 13

Frequency with Which Subjects Use a Checklist to Select Instructional Materials

Response	N	Percentage of Responses
Always	84	7.68
Occasionally	472	43.14
Never	492	44.97
No Response	46	4.21
Total	1094	100.00

The majority of responses (88%) to this question were nearly evenly divided among those who replied either "occasionally" or "never" to this question. A very small percentage (7.68%) of the respondents indicated that they always use a checklist when selecting materials.

The final statement to which subjects were asked to respond was, "Please indicate in what settings are the instructional materials used which you select". Responses to this term are reported in Table 14.

TABLE 14

Settings for Which Subjects Choose Instructional Materials

Setting	N[a]	Percentage of Responses
Own Classroom	839	42.10
Others' Classroom	610	30.61
School Library or Materials Center	228	11.44
District Library or Materials Center	169	8.48
Other	142	7.12
No Response	5	.25
Total	1993	100.00

[a]Subjects could indicate more than 1 setting.

The largest single category of those who responded to this question (42.10%) replied that the materials they select are for use in their own classrooms. However, 30.16% reported that they select materials for the others' classrooms. Nearly 20% of the respondents to this question replied that they are responsible for choosing materials for use in school or district libraries or material centers.

Weighting of Survey Items

Proportionate scale weights based on means (Edwards, 1957) were used in the development of the weighted instructional materials checklist. Weights were assigned to each survey item on the basis of the mean importance rating awarded by subjects. For the purpose of comparison, weights were also assigned to survey items ranked by expert panel members. Table 15 contains a listing of mean importance ratings, weights, and the number of survey items assigned each weight for both subjects and experts.

TABLE 15

Weights Assigned to Survey Items

Mean Importance Rating	Weight	Number of Items Rated by Subjects	Number of Items Rated by Experts
8.50	11	25	20
8.00-8.49	10	24	18
7.50-7.99	9	23	18
7.00-7.49	8	11	22
6.50-6.99	7	12	11
6.00-6.49	6	3	4
5.50-5.99	5	1	1
5.00-5.49	4	1	5
4.50-4.99	3	2	1
4.00-4.49	2	0	1
3.50-3.99	1	2	2

The results obtained from subjects' ratings of the survey items indicate that 69 percent of the survey content was assigned weights of either 11, 10, or 9. In contrast, only 8 percent of the survey's content received weights of 6 or less. These findings offer evidence to support the notion that the majority of the identified selection criteria were considered to be important by those who select instructional materials.

The overall results obtained from the review panel's ratings of survey items are quite similar to those received from the subjects. Thus, fifty-three percent of the items rated were assigned weights ranging from 11 to 9. Conversely, 13.5% of the items were weighted from 1 to 6.

Correlation Between Subjects' and Experts' Responses

A Pearson product-moment correlation coefficient (Ferguson, 1976) was calculated to provide a measure of the correlation between subjects' and experts' importance ratings of the survey items. The correlation between the responses of two groups was +.81.

Survey Results

Tables 16-21 will present subjects' and experts' ratings of survey items in descending order according to rank and weight. For the purpose of comparison the experts' ratings of each item will be presented next to subjects' ratings of the item. A list of subjects' responses to the survey is presented in rank order from most to least important in Appendix J. The expert reviewers' responses are presented in rank order in Appendix K.

Although the subjects' and experts' ratings of the importance of survey items were similar, some notable differences appeared between their responses. For example, the subjects' ratings of the importance of item 83 caused that item to be ranked ninth in importance while it was ranked as 71st in importance by experts. Subjects' importance rating of item 68 was ranked as 13th in importance, while the same item was ranked as 71st in importance by experts. (There was a three-way tie among the items ranked as 71st). Item 32 received a rank of 15 according to subject ratings, yet, it was ranked 60th in importance by experts.

While the format of the material appeared to be considered an important selection criterion by subjects who ranked it 19th, experts did not consider it nearly as important a consideration as evidenced by their ranking it 84th in importance. A large discrepancy was found in the ranking of item 14 which was ranked as 36th in importance by subjects while being considered as the 88th most important item on the experts' scale. Another item on which there was considerable variation between subject and review panel responses was number 63.

TABLE 16

Survey Items Receiving a Weight of 11

Item Statement	Subjects Rank	Subjects Mean Rating	Subjects S.D.	Subjects Weight	Experts Rank	Experts Mean Rating	Experts S.D.	Experts Weight
20 Clear, concise, easily understood instructions for the student.	1	9.22	1.32	11	17	8.60	1.74	11
82 The suitability of the instructional level to the student.	2	9.20	1.07	11	9	9.08	1.07	11
29 The compatibility of the material with students' mental and physical abilities.	3.5	9.16	1.27	11	12	8.93	1.75	11
104 The degree to which the material appears to be motivational to students.	3.5	9.16	1.27	11	-	-	-	-
85 The content of the material is clearly and understandably presented.	5	9.14	1.15	11	2	9.38	1.08	11
88 A focus on skills that are useful and applicable to the student.	6	9.02	1.26	11	5	9.29	.88	11
81 Material designed to appeal to the interest level of the student.	7	9.00	1.22	11	28	8.20	1.72	11
84 The accuracy of the content of the material.	8	8.99	1.33	11	3.5	9.33	1.49	11
83 The reading level of the material is indicated by the publisher.	9	8.87	1.54	11	71.3	7.20	2.40	8
64 The objectives of the material are in keeping with students' instructional needs.	10	8.80	1.47	11	8	9.13	.96	11
58 A format that is uncluttered, grammatically correct, and free of errors.	11	8.73	1.61	11	18	8.53	1.75	11
47 The provision for immediate feedback to students.	12	8.72	1.50	11	35.25	8.00	2.28	10
68 The material is designed so that learning occurs in small units of achievement.	13	8.70	1.45	11	71.3	7.20	2.20	8
36 The relationship between effectiveness and the cost of the material.	14	8.69	1.69	11	15.5	8.67	2.30	11
32 The attractiveness and appeal of the material to the students.	15	8.64	1.41	11	60.3	7.40	1.93	8

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TABLE 16 (continued)

60	The material appears to fulfill its stated or implied objectives.	16	8.62	1.54	11	6	9.27	.77	11
59	The agreement between the material and curricular objectives.	17.5	8.61	1.55	11	7	9.20	.77	11
67	The material is designed so that repetition and review of content occurs frequently.	17.5	8.61	1.52	11	19.5	8.50	1.64	11
28	The format of the material (e.g., workbook, cassette tape, game, etc.).	19	8.57	1.61	11	84.3	6.71	.74	7
89	The provision for sufficient opportunities for practice.	20	8.56	1.46	11	10	9.07	1.00	11
33	The degree to which the material appears challenging to students.	21.5	8.55	1.46	11	55.5	7.50	1.76	9
66	The material's content is presented sequentially.	21.5	8.55	1.64	11	41.3	7.87	2.55	9
31	The agreement between the format of the material and stated objectives.	23	8.53	1.72	11	3.5	9.33	1.49	11
25	A teacher's guide included with or accompanying the material.	24.5	8.50	1.85	11	25.3	8.27	1.73	10
69	The ease with which teachers may use the material.	24.5	8.50	1.48	11	52.3	7.53	1.86	9

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TABLE 17

Survey Items Receiving a Weight of 10

Item Statement	Subjects Rank	Subjects Mean Rating	Subjects S.D.	Subjects Weight	Experts Rank	Experts Mean Rating	Experts S.D.	Experts Weight
34 The presence of followup activities for skill reinforcement.	26	8.46	1.64	10	52.3	7.53	1.82	9
16 The material consists of tasks that appear to be of an appropriate length.	27	8.43	1.56	10	68.5	7.27	2.02	8
73 The presence of diagnostic and prescriptive devices for placing students at appropriate entry levels.	28	8.39	1.68	10	31.3	8.13	2.19	10
99 The provision for continuous assessment of student progress.	29	8.38	1.61	10	23.5	8.33	2.12	10
103 Provision for relearning and reassessment in the event of post-test failure.	30	8.37	1.73	10	25.3	8.27	1.57	10
101 Activities for demonstration of task mastery are compatible with students' ability.	31	8.36	1.63	10	35.25	8.00	1.63	10
96 Evaluation items consistent with program objectives.	32	8.32	1.75	10	15.5	8.67	1.14	11
98 The provision of pre- and post-test activities.	33	8.31	1.68	10	41.3	7.87	2.75	9
52 A variety of different and interesting ways of presenting instruction.	34	8.29	1.66	10	60.3	7.41	2.42	8
55 The clarity and size of the material's print.	35	8.28	1.74	10	74.3	7.13	1.93	8
86 Adequacy of the scope and sequence of the content.	36.5	8.27	1.71	10	13	8.92	1.64	11
14 The number of times the material would be used by a student.	36.5	8.27	1.69	10	88	6.64	2.09	7
19 Clear and easy to follow instructions for the teacher.	38	8.26	1.71	10	31.3	8.13	2.19	10
35 The price of the material.	39.5	8.24	1.95	10	74.3	7.13	2.22	8
87 The compatibility of the material with ongoing instruction.	39.5	8.24	1.58	10	58	7.46	1.69	9

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TABLE 17 (continued)

54	The physical quality and durability of the material.	41	8.23	1.66	10	47.3	7.67	1.53	9
37	The annual maintenance and/or replacement cost of the material.	42	8.22	1.79	10	66.5	7.29	2.31	8
27	A comprehensive teacher's guide.	43	8.20	2.06	10	11	9.00	1.67	11
38	The price of the material's consumable items.	44	8.17	1.88	10	77.5	7.07	2.35	8
43	The objectives of the material meet the student's affective needs.	45	8.15	1.80	10	80	6.87	1.96	7
51	The presence of a variety of response modes by which the student may demonstrate learning.	46	8.14	1.76	10	44.3	7.80	2.34	9
74	The specification of the prerequisite skills or readiness behaviors necessary for students who will use the material.	47	8.12	1.80	10	31.3	8.13	1.71	10
26	If not included, a teacher's guide is available for separate purchase.	48	8.10	2.09	10	39.5	7.93	1.67	9
94	Progress evaluation results allow for direct planning of the student's instructional program.	49	8.02	1.86	10	29	8.17	1.28	10

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This item was ranked as 45th in importance receiving a weight of 10 on the subjects' scale. However, the experts ranked it 80th in importance with a weight of 7.

It was interesting to note the small amount of variation that ocurred between the importance ratings of subjects and experts for those survey items assigned a weight of 9. In no instances were the differences in weights assigned to the experts' scale greater than 2.

Survey items were not consistently rated as more important by subjects rather than by experts. This situation occurred on the ratings of item 50. While the item was ranked as 81st in importance by subjects and received a weight of 8, experts' ratings of that item caused it to be rated first in importance and receive a weight of 11.

Item 10 was ranked as 82nd by subjects and was assigned a weight of 8. Conversely, the expert panel members' rating of item 10 was 97th in importance and it was assigned a weight of 4. Similarly, item 24 was ranked as 83rd in importance and assigned a weight of 8 based on subjects' ratings, whereas the experts ranked it 100th in importance and assigned it a weight of 3.

Another discrepancy was found between experts' and subjects' importance ratings of item 6. This item was ranked as 84th in importance and assigned a weight of 7 on the basis of subjects' responses; yet, based on experts' responses it was ranked 22nd in importance receiving a weight of 10. Subjects' ratings of the importance of item 49 caused it to be ranked as 87th with a weight of 7. Conversely, experts' indication of its importance resulted in that item receiving a rank of 19 and a weight of 10.

TABLE 18

Survey Items Receiving a Weight of 9

Item Statement	Subjects				Experts			
	Rank	Mean Rating	S.D.	Weight	Rank	Mean Rating	S.D.	Weight
15 Teacher time saved through the use of the material.	50.25	7.98	1.97	9	55.5	7.50	1.88	9
39 The amount of teacher involvement required for the material to be used effectively.	50.25	7.98	1.78	9	47.3	7.67	2.30	9
41 The frequency of student/teacher interaction required by the material.	50.25	7.98	1.63	9	34	8.07	1.91	10
77 The availability of equipment necessary to use the material (e.g., projectors, cassette players).	50.25	7.98	2.07	9	35.25	8.00	2.24	10
12 The amount of daily/ weekly preparation time the teacher must spend to effectively use the material.	54	7.88	1.95	9	47.3	7.67	1.53	9
70 The skills necessary to use the material effectively are compatible with the teacher's expertise.	55	7.86	1.86	9	50	7.60	1.85	9
18 The degree to which the material can be adapted to meet the schedule of the school day/year without affecting the material's usefulness.	56	7.83	1.97	9	81.5	6.80	2.54	7
17 The duration of time required when a student uses the material.	57.5	7.81	1.82	9	84.3	6.71	2.25	7
40 The frequency of student response required by the material.	57.5	7.81	1.78	9	44.3	7.80	2.45	9
76 Replacement pieces (e.g., lost or broken items, additional components etc.) may be purchased separately.	59	7.80	2.10	9	52.3	7.53	2.42	9
13 The amount of training time necessary for the teacher to effectively use the material.	60	7.79	1.99	9	44.3	7.80	2.29	9
78 Supplemental items (e.g., placement tests, visual aids, ditto masters) accompanying the material.	61	7.75	1.84	9	81.5	6.80	2.20	7

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TABLE 18 (continued)

62	The presence of instructional objectives.	62	7.74	2.11	9	41.3	7.87	2.09	9
45	The provision for generalization of knowledge.	63	7.71	1.76	9	25.3	8.27	1.44	10
3	The existence of a preview policy which allows inspection of the material prior to purchase.	64	7.69	2.45	9	83	6.73	2.46	7
100	Inclusion of guidelines for the evaluation of student progress.	65	7.68	1.90	9	30	8.14	1.81	10
102	Clarity with which reinforcement procedures are specified.	66	7.67	1.90	9	7.75	7.07	3.02	8
46	The presence of suggestions for supplementary or alternative learning activities.	67	7.65	1.90	9	63.5	7.36	1.49	8
43	The adaptability of the material to a variety of teachers and teaching situations.	68	7.64	2.25	9	21	4.83	1.64	10
61	Objectives stated in behavioral terms.	69	7.58	2.26	9	68.5	7.27	2.67	8
95	The criteria for acceptable student performance stated in behavioral terms.	70	7.55	2.08	9	65	7.33	2.30	8
21	Specification of the target population for whom the material was designed.	71	7.54	2.23	9	89	6.53	2.85	7
93	The ease with which the teacher can use forms for recording and/or evaluating student progress.	72	7.50	2.15	9	57	7.47	1.86	8

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TABLE 19

Survey Items Receiving a Weight of 8

Item Statement	Subjects				Experts			
	Rank	Mean Rating	S.D.	Weight	Rank	Mean Rating	S.D.	Weight
11 The number of students who can use the material at one time.	73.5	7.47	2.22	8	95	5.60	2.18	5
44 The application of the material in other areas of the curriculum.	73.5	7.47	2.33	8	63.5	7.36	1.64	8
57 The clarity, attractiveness, and appropriateness of illustrations and/or photographs to the content of the material.	75	7.45	1.94	8	74.3	7.13	1.63	8
79 Supplemental material (e.g., placement tests, visual aids, ditto masters) available for separate purchase.	76	7.44	1.98	8	87	6.67	2.15	7
9 Ease of managing component parts of the material.	77	7.41	2.13	8	71.3	7.20	2.10	8
42 The potential for use or adaptability of the material with other than the stated population.	78	7.39	2.25	8	35.25	8.00	1.73	10
48 Evidence that the material has been revised and updated regularly.	79	7.34	2.00	8	39.5	7.93	2.12	9
91 Accompanying forms for evaluating student progress.	80	7.33	2.20	8	51	7.57	2.56	9
50 Evidence that the material was developed through the use of sound research and development procedures.	81	7.28	2.17	8	1	9.50	.91	
10 Ease with which the material may be shared with other teachers.	82	7.20	2.30	8	97	5.13	3.05	4
24 Material developed for use with a particular disability group.	83	7.19	2.30	8	100	4.60	2.63	3

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TABLE 20

Survey Items Receiving a Weight of 7

Item Statement	Subjects				Experts			
	Rank	Mean Rating	S.D.	Weight	Rank	Mean Rating	S.D.	Weight
6 Freedom from bias (e.g., sexist, racial, religious) in the material.	84.3	6.99	2.46	7	22	8.40	1.45	10
53 The utilization of a specific instructional approach or method.	84.3	6.99	2.12	7	70	7.21	2.11	8
92 Provision for the student to track his or her own progress.	84.3	6.99	2.28	7	84.3	6.71	2.52	7
49 The use of teaching methods that are supported by empirical evidence.	87	6.97	2.17	7	19.5	8.50	2.23	10
65 A scope and sequence chart accompanies the material.	88	6.84	2.38	7	59	7.43	2.87	8
30 The safety features of the material (e.g., non-toxic).	89	6.83	2.92	7	23.5	8.33	1.74	10
22 Specification of the type of classroom for which the material was designed.	90	6.75	2.46	7	98	5.07	2.86	4
72 Teacher training materials accompany the instructional material.	91	6.74	2.33	7	90	6.40	2.27	6
90 Accompanying forms for recording student progress.	92	6.70	2.37	7	60.3	7.40	2.39	8
47 The provision by the publisher of field-test data which support the effectiveness of the material.	93	6.62	2.29	7	14	8.71	1.48	11
4 The copyright or publication date of the material.	94	6.53	2.44	7	99	5.00	2.56	4
2 The reputation of the publisher.	95	6.50	2.46	7	79	6.93	2.43	7

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It was interesting to note that subjects' ratings of item 30 caused it to be ranked as 89th in importance and it received a weight of 4, while that same item was ranked as 23rd in importance and received a weight of 10 on the basis of the experts' importance ratings. Although the rankings of item 22 did not differ greatly, the importance ratings assigned by subjects and experts resulted in the item receiving a weight of 7 on the subjects' scale and 4 on the experts' scale.

A similar result occurred with subjects' and experts' ratings of item 4. While there was little difference in the two groups' respective rankings of the item - 94th for subjects and 99th for experts - subjects importance ratings resulted in item 4 being assigned a weight of 7 while the experts rating of the item resulted in it receiving a weight of 4.

A significant difference was found between the ratings of subjects and experts on item 47, which was ranked as 93rd in importance by subjects and assigned a weight of 7. In contrast, the experts assigned it a rank of 14th in importance and a weight of 11.

TABLE 21

Survey Items Receiving a Weight of 6

	Subjects				Experts			
Item Statement	Rank	Mean Rating	S.D.	Weight	Rank	Mean Rating	S.D.	Weight
5 The name and/or the professional reputation of the author of the material.	96	6.33	2.41	6	66.5	7.29	2.22	8
75 Availability of wareenties for the material.	97	6.06	2.65	6	93	6.00	2.67	6
8 Ease of storage and transportability of the material.	98	6.05	2.61	6	94	5.60	2.18	5

TABLE 22

Survey Items Receiving a Weight of 5,4,3,2,1

	Subjects				Experts			
Item Statement	Rank	Mean Rating	S.D.	Weight	Rank	Mean Rating	S.D.	Weight
71 The provision by the publisher of in-service training.	99	5.78	2.57	5	91	6.14	1.46	6
80 The presence of a useful bibliography.	100	5.30	2.35	4	96	5.20	2.04	4
56 The packaging of the material.	101	4.90	2.43	3	92	6.07	2.41	6
23 The type of geographic region protrayed content of the material.	102	4.66	2.40	3	101	4.13	2.09	2
7 Application of the material with bilingual children.	103	3.90	2.19	1	102	3.77	2.19	1
1 The title or product name of the material.	104	3.75	2.59	1	103	3.60	2.03	1

Although no vast difference was noted in the rankings of item 56, the subjects' importance ratings of the item resulted in its being assigned a weight of 3, whereas the experts' ratings caused it to receive a weight of 6.

The preceding discussion of the differences between subjects' and experts' ratings of survey items was not intended to imply that statistical differences occurred between the two sets of data since it was not the intent to statistically test the differences between the

responses of the two groups. Rather, the purpose was to describe the actual practices of those who are responsible for selecting instructional materials for students receiving special education services.

Intended Use of the Checklist

The purpose of developing a weighted checklist was to provide individuals selecting instructional materials a basis for comparing materials under consideration. Ideally, a person would rate the presence of each criterion on a scale from 1 (low) to 10 (high) in the same manner as items contained in the survey were rated. The rating assigned to each criterion would then be multiplied by the corresponding weight. Finally, the resulting scores for each selection criterion would be added to produce the overall rating for the material. An abbreviated example of the intended function of the checklist is presented in Table 23. The complete weighted checklist prototype is contained in Appendix L.

TABLE 23

Sample Rating of an Instructional Material

Material X		
1. The accuracy of the content of the material.		
1 2 3 4 5 6 7 (8) 9 10	(x 11)	88
2. The physical quality and durability of the material.		
1 2 3 4 5 (6) 7 8 9 10	(x 10)	60
3. Evidence that the material has been updated regularly.		
1 2 3 4 5 6 7 8 (9) 10	(x 8)	72
4. Packaging of the material.		
1 2 3 4 (5) 6 7 8 9 10	(x 3)	15
5. The provision by the publisher of in-service training.		
1 2 3 4 5 6 (7) 8 9 10	(x 5)	35
Total Score		270

Based on the above procedure, the sample material used in Table 23 would receive a rating of 270. A rating system of this type would provide the individual choosing among several similar materials a basis for comparison.

Additional Selection Criteria Identified by Subjects

Space at the end of the survey allowed subjects to add and rate the importance of any selection criteria which they felt were not included in the survey. One hundred thirty-five (135), or 12% of the subjects, listed from one to five additional criteria. Some of these items were identical or similar to items already contained in the survey. In all, subjects identified 273 additional selection criteria. (See Appendix M for a complete listing).

Subjects' Comments about the Selection of Instructional Materials

A blank page at the end of the survey provided subjects an opportunity to add comments about the process of selecting instructional materials. One hundred eighty-nine (189), or 18% of the survey respondents completed this section of the survey. Each of their comments was read and tallied according to area of concern. A tabulation of the areas of concern reported by the subjects is contained in Appendix N.

Requests for Results of the Survey

In response to the opportunity to receive copies of the results of the study, 12 of the panel members, 272 local directors, and 715 subjects requested a copy of the results of the study.

Summary

In the course of the present investigation a national sample of individuals who select instructional materials for special education students was surveyed for the purpose of determining the amount of importance assigned to materials selection criteria previously identified in the literature. Demographic information was solicited from survey respondents for the purpose of describing the sample population and to provide a base of information for future research in the area of instructional materials selection. Subjects' responses to a 104-item research survey were used in the development of a weighted selection checklist prototype.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

This chapter will provide a summarization of the purpose and methodology involved in the present research. The results obtained, comparisons with previous studies, and recommendations and implications for future research will also be presented.

Summary

The primary objective of the study was to develop a weighted checklist designed for use in selecting instructional materials for handicapped students. Selection criteria identified by 24 authors were reviewed and consolidated into a 103-item field-test survey. The field-test survey was reviewed by a 15-member review panel and modified in accordance with their recommendations. State and local directors of special education programs were asked to assist in the identification of a national sample of individuals responsible for selecting instructional materials for special education students. A 104-item research survey was sent to 1659 subjects identified by local directors of special education programs. Subjects were asked to indicate on a scale from 1 (low) to 10 (high) the amount of importance they assign to the identified criteria for materials selection when choosing instructional materials for students receiving special education services. A mean importance rating and standard deviation was calculated for each survey item. Survey items were rank-ordered from most to least important and proportionate scale weights based on means (Edwards, 1957) were assigned to each survey item in order to create a weighted

instructional materials checklist. Information was solicited from survey respondents to provide a basis for an analysis and discussion of the following questions:

1. What were the mean importance ratings assigned to identified selection criteria by subjects?
2. What were the mean importance ratings assigned to identified selection criteria by expert reviewers?
3. What is the correlation between mean importance ratings assigned to selection criteria by subjects and expert reviewers?
4. For what types of students did subjects report selecting instructional materials?
5. What percentage of survey respondents select materials for elementary-age students, secondary age students, or both age groups?
6. What positions in school districts or cooperatives are held by individuals who are responsible for selecting instructional materials?
7. What percentage of individuals who select instructional materials for special education students report having received formal coursework or training in this area?
8. What percentage of subjects indicated that they felt formal coursework or training in the selection of instructional materials is of value?
9. What sources did subjects report using to obtain information about instructional materials?

10. What percentage of individuals who select instructional materials report using a checklist or materials selection form when making selection decisions?
11. In what settings are the instructional materials selected by subjects used?

Respondents' demographic information was coded and their ratings of the importance of identified selection criteria was analyzed by means of a computer.

Results

The majority of individuals surveyed were found to be selecting materials for either educable mentally retarded or learning disabled students. The next largest student group for whom materials are selected was the emotionally disturbed. These reports coincide with national incidence figures by being the three categories of exceptionality which represent the majority of students receiving special education services. Fifty-six percent of the subjects reported that they are choosing instructional materials for two to five or more types of exceptional students. Of that group, the majority select materials for two or three types of exceptionalities. It is likely that the individuals who select materials for two or three types of students provide services in cross-categorical programs.

Subjects' responses were fairly evenly divided among the possible age groups of students for whom materials are selected. Slightly more than one-third indicated that they select materials for elementary-age students, while approximately another one-third choose materials for secondary level students; slightly less than one-third reported being responsible for selecting materials for both groups. Nearly half

(47.10%) of the respondents indicated that they are employed as resource room teachers. The next largest group of subjects consisted of individuals who hold supervisory positions in their respective districts, while the third largest subject group (21.31%) indicated that they are working as self-contained classroom teachers. Remaining respondents reported that they are either itinerant teachers, principals, or directors of special education. Ten percent of survey participants indicated that they serve in two positions in their respective school districts.

Subjects were also asked if they had completed formal coursework or training to prepare them to select instructional materials for special education students. More than half (60.62%) responded in the affirmative to this question. Thirty-eight percent indicated that they had not received such training or coursework.

In addition, subjects were asked whether or not they considered such training be of value. The vast majority (85.78%) indicated that they regarded training in the selection of materials as being valuable.

Regarding the sources used to obtain information about instructional materials, responses were fairly evenly divided among the possible choices. Publishers' catalogs were mentioned most frequently, while the advice of colleagues emerged as the second most frequently listed choice. These two sources made up over 40 percent of the total response to this question. The third most frequently mentioned resource included materials displays at conferences, followed closely by professional journals and inservice meetings. In the space provided for listing additional sources and the exact nature of such sources, publishers' representatives, university personnel, and college coursework appeared most frequently.

The subjects were also queried about the frequency with which they use checklists when selecting instructional materials. Most responses (88%) were nearly evenly divided among the categories "occasionally" or "never". A small percentage (7.68%) of the respondents stated that they always use a checklist to select materials.

In response to a question regarding the settings for which subjects select materials, 42 percent responded that the selected materials are used in their own classroom. Thirty percent reported that they select materials for use in the classrooms of others'. Nearly 20 percent replied that they select materials for use in school district libraries or materials centers. Remaining subjects indicated that they select materials for use in other locations.

Weights were assigned to each survey item based upon the mean importance rating awarded by subjects. A survey item could be weighted from 1 (low) to 11 (high). Subject ratings of the survey items revealed that 69 percent of the survey content was assigned weights of either 11, 10, or 9. In contrast, only 8 percent of the survey's content received weights of 6 or less. These results offer evidence to support the notion that the majority of the identified selection criteria were considered important by those who select instructional materials.

The review panel's ratings of survey items were found to be similar to those obtained from the subjects. Thus, 53 percent of the items were assigned weights ranging from 11 to 9, with 13.5% receiving weights from 1 to 6.

Further evidence of the similarity between subjects' and experts' ratings of the survey items is reflected in the strong positive correlation between subjects' and experts' responses, i.e. +.81.

Although the subjects' and experts' ratings of the importance of survey items were similar, some notable differences between their responses were found. The following is a listing of those survey items for which there was considerable variation between the importance ratings of the two groups.

1. The reading level of the material is indicated by the publisher.
2. The material is designed so that learning occurs in small units of achievement.
3. The attractiveness and appeal of the material to students.
4. The format of the material (e.g., workbook, cassette tape, game, etc.)
5. Number of times the material would be used by a student.
6. Objectives of the material meet students' affective needs.
7. Evidence that the material was developed through the use of sound research and development procedures.
8. Ease with which the material may be shared with other teachers.
9. Material developed for use with a particular disability group.
10. Freedom from bias (e.g., sexist, racial, religious) in the material.

11. Teaching methods supported by empirical evidence.
12. Safety features of the material.
13. Specifications of the type of classroom for which the material was designed.
14. The copyright or publication date.
15. Provision by the publisher of field test data which support the effectiveness of the material.
16. The packaging of the material.

There are a number of reasons why each group may have had dissimilar perceptions of the importance of certain criterion statements. The experts, as a result of their experience in describing the materials selection process in global terms, may have responded to the survey from a global framework. In contrast, the subjects are likely to have based their responses on actual practices of selecting materials. Such a difference in perspective may explain why subjects attached more importance to the items dealing with the format of the material, the number of times the material would be used by a student, the attractiveness and appeal of the material to students, material developed for use with a particular disability group, ease with which the material may be shared with other teachers, and the specification of the type of classroom for which the material was designed.

The emphasis in college coursework on determining the readability level of instructional materials may account for the importance assigned by subjects to reading level. In contrast, the experts may be more aware that estimates of readability can vary dependent upon the formula used; thus, they did not consider readability information to be as important a selection consideration.

A similar explanation may be proposed for the importance ascribed by subjects to the item worded "materials designed so that learning occurs in small units of achievement". Frequently, teacher training in special education emphasizes the need for task analysis of units of instruction. Thus, the subjects' importance rating may reflect their training in breaking down units of instruction into component parts. The experts, however, may have interpreted this criterion statement as advocating that materials place limits on the pace at which a student progresses through a given program.

The expert group consistently rated survey items specifying that materials should be based upon sound research evidence as more important than did the subjects. This position is to be expected from a group of experts, many of whom are associated with colleges or universities. Practitioners, on the other hand, especially if they have not received training in materials selection, may not be aware that materials should be designed on the basis of sound research and development procedures. In addition, publishers seldom provide evidence of field testing or empirical support for materials. It would not be surprising to find that subjects were unaware that such information should be made available by publishers.

Greater familiarity with the history of the efforts to alleviate biases in instructional material may have led the expert panel members to attach more importance to the survey item related to this topic.

Since most instructional materials used in the classroom are of a print nature, the item pertaining to safety features was not likely to seem relevant to the practitioners. On the contrary, if the experts

were considering the entire range of available material formats, they would be more inclined to view the safety features of a material as an important selection consideration.

Ironically, subjects rated the packaging of instructional materials of lesser importance than did the experts. Individuals who are responsible for selecting instructional materials are frequently criticized for attending to the packaging rather than the content of the instructional product. Several members of the review panel are, or previously have been, associated with commercial publishing companies. Since product marketing often emphasizes packaging, it is conceivable that their response to this item reflected such an emphasis.

When rating the importance of the copyright or publication date of a material, subjects may have acted from the notion that "newer is better".

It is not known what effect training in the selection of instructional materials had upon subjects' ratings of the survey items. It should be noted that 38 percent of the sample population had not received training. This may account for the variation between responses of subjects and experts on certain survey items.

The discussion of the differences between subjects' and experts' responses was not meant to imply that the responses of one group were inherently more or less correct than those of the other. Since the bulk of existing literature on the selection of instructional materials has been formulated on the basis of author opinion rather than a data base, the present research represents the development of a data base concerning actual practices among those who are responsible for selecting instructional materials.

Comparison with Previous Studies

The data obtained in the present investigation were similar to those reported by Komoski (1979) based on a study conducted by the Educational Products Information Exchange (EPIE). According to EPIE figures 55 percent of the individuals surveyed reported that they select the materials used most often in their classrooms. The group described by Komoski consisted of regular classroom teachers. Thus, he theorized that the EPIE results were more representative of the practices of regular classroom teachers than special educators. Yet, the data obtained in the present investigation of special education practitioners suggest that only 42 percent of the individuals surveyed are responsible for selecting the materials used in their own classrooms.

The data obtained here contrast sharply with Dormant's (1979) statement that "neither teachers nor teacher trainers have considered the selection of instructional materials to be a high priority training need" (p. 28). Those surveyed in the present study strongly (85%) indicated that training in the process of selecting instructional materials is of value.

The results of the present investigation also differ from those reported by Latham (1974) indicating that only 27 percent of the information on materials evaluation forms is of interest to teachers. An examination of the distribution of subjects' importance ratings of survey items revealed that 69 percent of the survey items (those weighted 9, 10, or 11) were considered as being most important by those responsible for selecting instructional materials.

Subjects' ratings of the importance of selection criteria identified in the present research are in direct opposition to Komoski's (1979) statement "that teachers continue to be influenced by the instructionally less essential characteristics of materials such as packaging, prestige of author or developer, and, of course, the new approach to content" (p. 202). While the surveyed population was not composed entirely of teachers, Komoski's appraisal is not supported by the data from the present study. Survey items pertaining to the packaging of a material and author prestige were among those receiving the lowest importance ratings. Furthermore, although no survey item specifically addressed new approaches to content, items examining various aspects of content were included among those rated highest in importance by subjects.

The results reported by Levine (1969) indicated that the evaluation criteria most frequently mentioned by participants in an evaluation institute were "cost of material, whether it can be used individually or in groups, the type of child it can be used with, and whether it contains student appeal" (p. 6). Applied to the results of the present investigation, only one of those criteria, "whether it contains student appeal" would have fallen among the survey items assigned a weight of 11.

The information gathered in the present investigation provided the necessary data for developing a materials selection checklist which is weighted to reflect the levels of importance that users of instructional materials apply to selection criteria previously identified in the literature. Furthermore, the findings point to the necessity of using some type of instrument in the selection and evaluation process. This need is evidenced by the fact that while the subjects indicated that as many

as 72 items are considered to be of most importance, only 7 percent reported consistent use of any type of checklist. To assure consistent application of such a large number of variables the use of a weighted checklist is critical. Suggestions for potential uses and applications of the weighted checklist, as well as topics for further research of the prototype instrument are made in subsequent sections.

Suggested Use of the Weighted Checklist

The checklist can be utilized by individuals who are interested in appraising instructional materials in a number of ways. For example, the entire checklist (Appendix L) may be used by somebody who wishes to compare materials on the basis of all the criteria identified in the present investigation. On the other hand, individuals teaching others the theory of how to select materials may wish to highlight the criteria rated as most important by expert reviewers (Appendix K). Finally, the criteria rated highest by subjects may be of more interest to those who actually select materials for a given population of students.

Using only a part of the checklist may more readily meet the needs of others. Thus, an individual may want to rate a given material based only on the selection criteria which received the highest weights. The checklist could also be used by developers of instructional materials as a set of guidelines reflecting the components of materials judged to be most important by consumers. Finally, the weights may be applied as a collection of points to consider when selecting materials, rather than as a rating instrument.

The proposed checklist can easily be converted to a microcomputer program. Such an adaptation would permit the user to quickly rate the

material under consideration and thus avoid having to perform the necessary mathematical operations by hand. The conversion would also make it possible for the user to store and quickly retrieve information about a material after its initial evaluation.

Recommendations and Implications for Future Research

The data collected in the course of the present research provide a base from which many additional research studies may be conducted. Thus, future research needs to address the areas outlined below.

1. No provision for measuring the reliability of subjects' and experts' responses was actually incorporated into the design of the present study. Therefore, future research should address if subjects' and experts' ratings of the importance of survey items would change with the passage of time. It is of additional interest to determine if recent decreases in budgetary allocations would have altered subjects' opinions of the cost related features of instructional materials.
2. Rankings in the present investigation were assigned based upon subjects' and experts' mean ratings of the importance of survey items. It is of interest to determine whether those rankings would be comparable if each group had been asked to rank the survey items in order of importance.
3. There is a need to investigate whether or not all of the criteria identified in the present research are present in instructional materials, or whether only certain of them tend to be common to most available materials. It

is unknown if criteria previously identified in the literature were an indication of elements that should be present versus those that commonly are present.

4. Future research must determine if those who select materials would actually use a checklist that yielded numerical ratings. Only 7.68 percent of those surveyed in the present investigation replied they always use a checklist when selecting instructional materials. Therefore, it would be of interest to ascertain if the provision of a checklist that provided a means of quantitatively comparing materials would increase the checklist's usage.
5. While the purpose of the present investigation was to develop a weighted checklist prototype, now a need exists for further research to evaluate the effectiveness of this checklist. Specifically, (a) will the application of a weighted checklist enhance the material selection process? (b) will materials receiving the highest ratings prove to be the most effective in actual classroom use?
6. Potential differences in response to survey items based upon the type of student for whom materials are selected also need to be addressed. Results of a study of this nature could provide an answer to the question of whether or not the criteria for selecting materials tend to be common across categories of exceptionality or whether the selection process is exceptionality specific. Specifically,

it would be useful to determine whether there are differences in the responses of those who select material for students with learning versus sensorial handicaps. That is, are the criteria most important in the selection of instructional materials the same across categories of exceptionality? Or is it possible that those criteria are disability-specific. In this connection, implications for teacher training should not be overlooked.

7. A similar type of research study could be conducted using the age of students as a dependent variable. It is possible that a re-examination of the data generated in the course of the present investigation would reveal that the criteria deemed most important by those who choose materials for elementary-age students are significantly different from those considered to be important by individuals selecting materials for older students.
8. While the positions held by survey respondents were identified, individual responses were not analyzed on the basis of this variable. Additional research could be conducted to determine whether the criteria seen as most important by individuals who are teachers, for example, are viewed significantly differently by those who hold supervisory or administrative positions.

9. There is a need to evaluate the effectiveness of the checklist as a training tool. Such an evaluation might include determining: utility for training individuals to select and evaluate materials; and use of the checklist in preparing individuals to become more informed consumers of educational products.

10. The effects of training in the area of materials selection also represents a research need. For example, does training in instructional materials selection result in a significant variation in the criteria rated as most important by survey respondents? As a result of training, individuals may have become more aware of the criteria upon which to base selection decisions and, in turn, rate the importance of those criteria higher than persons without specific materials selection training.

11. The types of materials to be selected with the help of a checklist also need to be identified. Given the vast array of available materials, it is inconceivable that individuals responsible for materials selection have an opportunity to perform an indepth analysis of each material selected or purchased. Therefore, an identification of those selection criteria most germane to the material formats currently on the market would be helpful. It would be useful, for example, to know

which selection criteria reflect the most important points to be considered when selecting print texts versus supplementary activity kits.

12. Since subjects and experts may have rated certain criteria differently based upon varying perception of the meaning of individual survey items, it may be necessary to develop a checklist which includes a definition of terms to ensure consistency.

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APPENDIXES

APPENDIX A

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APPENDIX B

Cover Letter to Review Panel Members

THE UNIVERSITY OF KANSAS

Department of Special Education
College of Health Sciences and Hospital
39th and Rainbow Blvd., Kansas City, Kansas 66103
(913) 588-5944
(913) 588-5943

I am currently conducting a research study funded by a grant from the Bureau of Education for the Handicapped. This study is designed to develop a model process for selection of instructional materials for handicapped students. As part of this process it is necessary to identify the criteria currently used in the selection of instructional materials. The results of information will be used in the development of a weighted selection checklist.

The questionnaire is to be sent to persons throughout the United States who have the responsibility for selecting instructional materials for elementary and secondary special education students. Prior to the circulation of the questionnaire, it is important to obtain the evaluation results of expert evaluators.

Because of your work in the area of selecting and evaluating instructional materials for the handicapped, you have been identified as a professional who could serve as an expert evaluator. If you would be willing to serve in this capacity, the questionnaire is included. The questionnaire lists the criteria one can use in selecting instructional materials for the handicapped. I would appreciate it if you would examine each identified selection criterion and rate, on a scale of 1 to 10, the amount of importance you attach to each criterion when selecting instructional materials. Space has been provided at the end of the questionnaire for you to list and rate additional criteria that you feel were not listed on the printed questionnaire. I would appreciate receiving the completed questionnaire by February 16, 1981. A stamped self-addressed envelope has been enclosed for your convenience.

Your participation in the study is voluntary and all responses will be kept confidential. Although your participation in the study is for the verification of questionnaire items I would welcome any additional comments you may have. If you have any questions about the study please phone me at the number listed above. A copy of the survey results will be sent to you if you list your name and address at the bottom of the survey.

Thank you for your assistance in this research project.

Sincerely,

Mary Ventura

Mary Ventura
Project Coordinator

MV:jv

Enclosures

APPENDIX C

Field Test Survey

QUESTIONNAIRE

Please rate the amount of importance you attach to each of the following criteria when selecting instructional materials for handicapped students. Please record your response by circling the appropriate number on a scale of 1 to 10. Please circle only one number per item and refrain from adding fractional or decimal points on the scale.

A rating of 1 indicates that you attach no importance to that particular criterion.

A rating of 10 indicates that you attach a great deal of importance to that particular criterion.

---

1. The title or product name of the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

2. The reputation of the publisher.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

3. The existence of a preview policy which allows inspection of the material prior to purchase.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

4. The copyright or publication date of the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

5. The name and/or the professional reputation of the author of the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

6. Freedom from bias (e.g. sexist, racial, religious) in the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

7. Application of the material with bilingual children.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

8. Ease of storage and transportability of the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

9. Ease of managing component parts of the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

10. Ease with which the material may be shared with other teachers.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

11. The number of students who can use the material at one time.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

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A rating of 1 indicates that you attach no importance to that particular criterion.

A rating of 10 indicates that you attach a great deal of importance to that particular criterion.

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12. The amount of daily/weekly preparation time the teacher must spend to effectively use the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

13. The amount of training time necessary for the teacher to effectively use the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

14. The length of time that will be required for use of the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

15. Teacher time saved through use of the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

16. The material consists of tasks that appear to be of an appropriate length.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

17. The amount of time (either daily or weekly) that will be required to use the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

18. The degree to which the material can be adapted to meet the schedule of the school day/year without affecting material's usefulness.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

19. Clear and easy to follow instructions for the teacher.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

20. Clear, concise and easily understood instructions for the student.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

21. Specification of the target population for whom the material was designed.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

22. Specification of the type of classroom for which the material was designed.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

23. The type of geographic region portrayed in the content of the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

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A rating of 1 indicates that you attach no importance to that particular criterion.

A rating of 10 indicates that you attach a great deal of importance to that particular criterion.

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24. Material developed for use with a particular disability group.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

25. A teacher's guide included with or accompanying the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

26. If not included, a teacher's guide being available for separate purchase.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

27. A comprehensive teacher's guide.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

28. The format of the material (e.g. workbook, cassette tape, game, etc.).

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

29. The compatibility of the format of the material and student's mental and physical abilities.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

30. The safety features of the material (e.g. non-toxic).

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

31. The agreement between the format of the material and stated objectives.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

32. The attractiveness, appeal, and motivation of the material to students.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

33. The degree to which the material appears challenging to students.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

34. The presence of follow up activities for skill reinforcement.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

35. The price of the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

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A rating of 1 indicates that you attach no importance to that particular criterion.

A rating of 10 indicates that you attach a great deal of importance to that particular criterion.

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36. The relationship between teaching effectiveness and the cost of the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

37. The annual maintenance and/or replacement cost of the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

38. The price of the material's consumable items.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

39. The amount of teacher involvement required for the material to be used effectively.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

40. The frequency of student response required by the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

41. The frequency of student/teacher interaction required by the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

42. The potential for use or adaptability of the material with other than the stated population.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

43. The adaptability of the material to a variety of teachers and teaching situations.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

44. The application of the material in other areas of the curriculum.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

45. The provision for generalization of knowledge.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

46. The presence of suggestions for supplementary or alternative learning activities.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

47. The provision by the publisher of field test data which support the effectiveness of the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

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A rating of 1 indicates that you attach no importance to that particular criterion.

A rating of 10 indicates that you attach a great deal of importance to that particular criterion.

---

48. Evidence that the material has been revised and updated regularly.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

49. The use of teaching methods that are supported by empirical evidence.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

50. Evidence that the material was developed through the use of sound research and development procedures.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

51. The presence of a variety of response modes by which the student may demonstrate learning.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

52. A variety of different and interesting ways of presenting instruction.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

53. The utilization of a specific instructional approach or method.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

54. The quality and durability of the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

55. The clarity and size of the material's print.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

56. The packaging of the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

57. The clarity, attractiveness, and appropriateness of illustrations and/or photographs to the content of the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

58. A format that is uncluttered, grammatically correct, and free of typographical errors.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

59. The agreement between the material and curricular or long range objectives.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

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A rating of 1 indicates that you attach no importance to that particular criterion.

A rating of 10 indicates that you attach a great deal of importance to that particular criterion.

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60. The material appears to fulfill its stated or implied objectives.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

61. Objectives stated in behavioral terms.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

62. The presence of instructional objectives.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

63. The objectives of the material meet students' affective needs.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

64. The objectives of the material are in keeping with the students' instructional needs.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

65. A scope and sequence chart accompanies the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

66. The material's content is presented sequentially.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

67. The material is designed so that repetition and review of content occurs frequently.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

68. The material is designed so that learning occurs in small units of achievement.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

69. The ease with which teachers may use the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

70. The skills necessary to use the material effectively are compatible with the teacher's expertise.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

71. The provision by the publisher of in-service training.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

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A rating of 1 indicates that you attach no importance to that particular criterion.

A rating of 10 indicates that you attach a great deal of importance to that particular criterion.

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72. Teacher training materials accompany the instructional material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

73. The presence of diagnostic and prescriptive devices for placing student at appropriate entry levels.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

74. The specification of the prerequisite skills or readiness behaviors necessary for students who will use the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

75. Availability of warranties for the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

76. Replacement pieces (e.g. lost or broken items, additional components, etc.) may be purchased separately.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

77. The availability of equipment necessary to use the material (e.g. projectors, cassette players).

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

78. Supplemental items (e.g. placement tests, visual aids, ditto masters) accompaning the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

79. Supplemental materials (e.g. placement tests, visual aids, ditto masters) available for seperate purchase.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

80. The presence of a useful bibliography.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

81. Material designed to appeal to the interest level of the student.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

82. The suitability of the instructional level to the student(s).

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

83. The reading level of the material is indicated by the publisher.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

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A rating of 1 indicates that you attach no importance to that particular criterion.

A rating of 10 indicates that you attach a great deal of importance to that particular criterion.

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84. The accuracy of the content of the material.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

85. The content of the material is clearly and understandable presented.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

86. Adequacy of the scope, range, depth, and continuity of the content.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

87. The compatibility of the content of the material with other on-going instruction.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

88. A focus on skills and knowledge that are useful and applicable to the student.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

89. The provision of sufficient opportunities for practice.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

90. Accompanying forms for recording student progress.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

91. Accompanying forms for evaluating student progress.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

92. Provision for the student to track his/her own progress.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

93. Ease with which the teacher can use forms for recording and/or evaluating student progress.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

94. Progress evaluation results all for direct planning of the students' instructional program.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

95. The criteria for acceptable student performance stated in behavioral terms.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

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A rating of 1 indicates that you attach no importance to that particular criterion.

A rating of 10 indicates that you attach a great deal of importance to that particular criterion.

---

96. Evaluation items consistent with program objectives.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

97. The provision for immediate feedback to students.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

98. The provision of pre and post test activities.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

99. The provision for continuous assessment of student progress.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

100. Inclusion of suggestions for the evaluation of student progress.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

101. Activities for demonstration of task mastery that are or may be adapted to be compatible with student's ability.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

102. Clarity with which reinforcement procedures are specified.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

103. Provisions for re-learning and re-assessment in the event of post test failure.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

Please add any additional criteria and rate the importance of each.

104.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

105.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

106.

1 2 3 4 5 6 7 8 9 10
Not Important — Very Important

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A rating of 1 indicates that you attach no importance to that particular criterion.

A rating of 10 indicates that you attach a great deal of importance to that particular criterion.

107.

1 Not Important — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10 Very Important

108.

1 Not Important — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10 Very Important

109.

1 Not Important — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10 Very Important

110.

1 Not Important — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10 Very Important

Thank you for your assistance.

Please send results of the study to: _____ _____

_____ _____

_____

Comments:

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APPENDIX D

Cover Letter to State Directors

of Special Education

THE UNIVERSITY OF KANSAS

Department of Special Education
College of Health Sciences and Hospital
39th and Rainbow Blvd., Kansas City, Kansas 66103
(913) 588-5944
(913) 588-5943

September 17, 1980

I am writing to request your assistance in a BEH research study dealing with the selection of instructional materials for the handicapped. The purpose of the study is to develop specific selection criteria on which the choice of instructional materials for handicapped students may be based.

In order for the results of the study to be valid and reliable a nationwide sample of subjects will be surveyed. The subjects of the study will be individuals responsible for selecting instructional materials for handicapped students. The initial step in the process of subject selection requires the identification of Directors of Special Education in your state. I would appreciate your cooperation in providing a list of the names and addresses of these individuals so that I may contact them regarding the identification of subjects. It would be most helpful if this list were forwarded to me no later than October 1, 1980. A stamped self-addressed envelope has been enclosed for your convenience.

Any questions regarding the study may be sent to me in care of the above address.

Thank you for your assistance in this project.

Sincerely,

Mary Ventura

Mary Ventura
Project Coordinator

APPENDIX E

Cover Letter to Local Directors

of Special Education

THE UNIVERSITY OF KANSAS

Department of Special Education
College of Health Sciences and Hospital
39th and Rainbow Blvd., Kansas City, Kansas 66103
(913) 588-5944
(913) 588-5943

I am currently conducting a research study funded by a grant from the Bureau of Education for the Handicapped. The study is designed to develop a model process for selection of instructional materials for handicapped students. As a part of this process it is necessary to identify the criteria currently used in the selection of instructional materials. The results of this information will be used in the development of a weighted selection checklist. Approximately 3,000 individuals who are responsible for choosing instructional materials for handicapped students will receive the research questionnaire. In the context of this study, handicapped refers to students who are receiving special education services.

As a special education administrator, it is likely that you know the individuals in your school district who are responsible for selecting the materials used by handicapped students. Therefore, I would appreciate it if you would list the names and addresses of three individuals who select materials for elementary age students and three who select materials for secondary age students. These individuals could be classroom teachers, resource teachers, curriculum coordinators, consultants, or instructional materials center personnel. If you do not have access to the information being requested, I would appreciate it if you would forward this letter to the person in your district who could provide the names. A research survey will be sent to each of the individuals you name. The survey will take about 10 minutes to complete. I would appreciate receiving the list of names no later than January 19, 1981. A stamped self-addressed envelope has been enclosed for your convenience. For every 150 names and addresses received by the above date, I will send a $5.00 contribution to the Foundation for Exceptional Children, a non-profit organization established by the Council for Exceptional Children.

Your participation in the study is voluntary and all responses will be kept confidential. The number that appears at the top of the list of names and addresses will be used only for record keeping purposes. Any questions about the study may be sent to me at the address listed above. If you would like to receive a copy of the survey results please place an X in the box at the bottom of the enclosed sheet. If you choose not to participate in the study would you place an X in the appropriate box on the enclosed sheet and return it to me.

Thank you for your assistance in this research project.

Sincerely,

Mary Ventura

Mary Ventura
Project Coordinator

MV:jv

Enclosures

APPENDIX F

Form for Recording the Names

and Addresses of Subjects

Three individuals who select instructional materials for elementary age handicapped students:

1. Name_____
   Address_____
   _____
   City State Zip
2. Name_____
   Address_____
   _____
   City State Zip
3. Name_____
   Address_____
   _____
   City State Zip

Three individuals who select instruction materials for secondary age students:

1. Name_____
   Address_____
   _____
   City State Zip
2. Name_____
   Address_____
   _____
   City State Zip
3. Name_____
   Address_____
   _____
   City State Zip

☐ Please send a copy of the study results to:

_____

_____

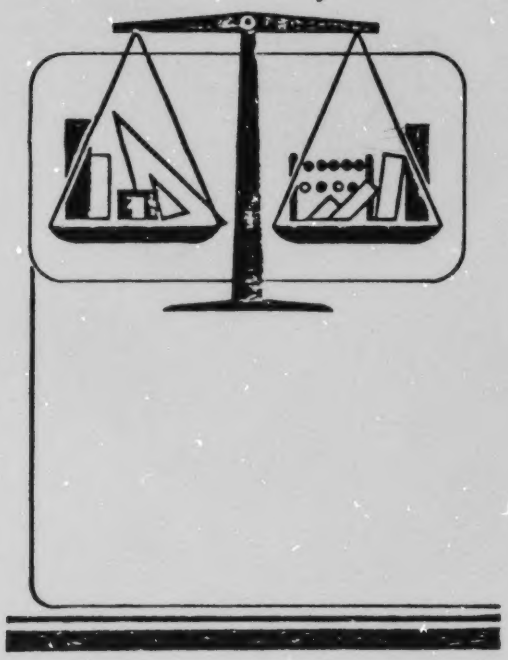
_____

☐ Do not choose to participate.

APPENDIX G

Research Survey

Selecting Instructional Materials for Handicapped Students



In order to develop a weighted materials selection checklist, it is necessary to know the criteria that are used by those who select instructional materials for handicapped students. Therefore, your responses are important.

Directions:

1. Please complete the information requested on page one of this booklet.

2. Examine the criteria statements that appear on pages 2 - 11. Circle the number which reflects the amount of importance you attach to each criterion listed. Please circle only one number per item and refrain from adding fractional or decimal points on the scale.

3. Space has been provided at the end of the survey for you to list and rate any additional criteria that you feel were omitted.

Please return this survey to:

The University of Kansas
Department of Special Education
435 H.C. Miller Building
39th and Rainbow Blvd.
Kansas City, Kansas 66103

Please Answer the following Questions:

1. Please indicate the type(s) of handicapped students for whom you select instructional materials (e.g. mentally retarded, learning disabled, etc.).

_____

2. Please indicate the grade level of students for whom you select instructional materials.

_____ Elementary Level _____ Secondary Level _____ Both

3. Please indicate your position in the school district (e.g. self-contained classroom teacher, resource room teacher, principal, director of special education, coordinator, etc.).

_____

4. Have you received formal coursework or training in the selection of instructional materials for handicapped students?

_____ Yes _____ No

5. Do you feel that such training is of value to those who select instructional materials?

_____ Yes _____ No

6. Please check the source(s) that you use to obtain information about instructional materials.

_____ Professional journals _____ Materials displays at conferences

_____ Publishers' catalogs _____ In-service meetings

_____ Advice of colleagues

Other - please specify _____

_____

7. Please indicate how frequently you use a checklist or materials selection form in selecting instructional materials for handicapped students.

_____ Always _____ Occasionally _____ Never

8. Please indicate in what setting(s) are the instructional materials used which you select?

_____ Own classroom _____ School library or materials center

_____ Others' classrooms _____ District library or materials center

Other - please specify _____

_____

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QUESTIONNAIRE

Please rate the amount of importance you attach to each of the following criteria when selecting instructional materials fo handicapped students. Please record your response by circling the appropriate number on a scale of 1 to 10 Please circle only one number per item and refrain from adding fractional or decimal points on the scale.

A rating of 1 indicates that you attach no importance to that particular criterion.

A rating of 10 indicates that you attach a great deal of importance to that particular criterion.

	Not Important									Very Important
1. The title or product name of the material.	1	2	3	4	5	6	7	8	9	10
2. The reputation of the publisher.	1	2	3	4	5	6	7	8	9	10
3. The existence of a preview policy which allows inspection of the material prior to purchase.	1	2	3	4	5	6	7	8	9	10
4. The copyright or publication date of the material.	1	2	3	4	5	6	7	8	9	10
5. The name and/or the professional reputation of the author of the material.	1	2	3	4	5	6	7	8	9	10
6. Freedom from bias (e.g. sexist, racial, religious) in the material.	1	2	3	4	5	6	7	8	9	10
7. Application of the material with bilingual children.	1	2	3	4	5	6	7	8	9	10
8. Ease of storage and transportability of the material.	1	2	3	4	5	6	7	8	9	10
9. Ease of managing component parts of the material.	1	2	3	4	5	6	7	8	9	10
10. Ease with which the material may be shared with other teachers.	1	2	3	4	5	6	7	8	9	10
11. The number of students who can use the material at one time.	1	2	3	4	5	6	7	8	9	10

Page 2

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A rating of 1 indicates that you attach no importance to that particular criterion. A rating of 10 indicates that you attach a great deal of importance to that particular criterion.	Not Important									Very Important
12. The amount of daily/weekly preparation time the teacher must spend to effectively use the material.	1	2	3	4	5	6	7	8	9	10
13. The amount of training time necessary for the teacher to effectively use the material.	1	2	3	4	5	6	7	8	9	10
14. The number of times the material would be used by a student.	1	2	3	4	5	6	7	8	9	10
15. Teacher time saved through use of the material.	1	2	3	4	5	6	7	8	9	10
16. The material consists of tasks that appear to be of an appropriate length.	1	2	3	4	5	6	7	8	9	10
17. The duration of time required when a student uses the material.	1	2	3	4	5	6	7	8	9	10
18. The degree to which the material can be adapted to meet the schedule of the school day/year without affecting material's usefulness.	1	2	3	4	5	6	7	8	9	10
19. Clear and easy to follow instructions for the teacher.	1	2	3	4	5	6	7	8	9	10
20. Clear, concise and easily understood instructions for the student.	1	2	3	4	5	6	7	8	9	10
21. Specification of the target population for whom the material was designed.	1	2	3	4	5	6	7	8	9	10
22. Specification of the type of classroom for which the material was designed.	1	2	3	4	5	6	7	8	9	10

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A rating of 1 indicates that you attach an importance to that particular criterion. A rating of 10 indicates that you attach a great deal of importance to that particular criterion.	Not important									Very important
23. The type of geographic region portrayed in the content of the material.										
.....	1	2	3	4	5	6	7	8	9	10
24. Material developed for use with a particular disability group.										
.....	1	2	3	4	5	6	7	8	9	10
25. A teacher's guide included with or accompanying the material.										
.....	1	2	3	4	5	6	7	8	9	10
26. If not included, a teacher's guide is available for separate purchase.										
.....	1	2	3	4	5	6	7	8	9	10
27. A comprehensive teacher's guide.										
.....	1	2	3	4	5	6	7	8	9	10
28. The format of the material (e.g. workbook, cassette tape, game, etc.).										
.....	1	2	3	4	5	6	7	8	9	10
29. The compatibility of the format of the material with student's mental and physical abilities.										
.....	1	2	3	4	5	6	7	8	9	10
30. The safety features of the material (e.g. non-toxic).										
.....	1	2	3	4	5	6	7	8	9	10
31. The agreement between the format of the material and stated objectives.										
.....	1	2	3	4	5	6	7	8	9	10
32. The attractiveness and appeal of the material to students.										
.....	1	2	3	4	5	6	7	8	9	10
33. The degree to which the material appears challenging to students.										
.....	1	2	3	4	5	6	7	8	9	10

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A rating of 1 indicates that you attach no importance to that particular criterion. A rating of 10 indicates that you attach a great deal of importance to that particular criterion.	Not Important									Very Important
34. The presence of follow up activities for skill reinforcement.										
.....	1	2	3	4	5	6	7	8	9	10
35. The price of the material.										
.....	1	2	3	4	5	6	7	8	9	10
36. The relationship between effectivness and the cost of the material.										
.....	1	2	3	4	5	6	7	8	9	10
37. The annual maintenance and/or replacement cost of the material.										
.....	1	2	3	4	5	6	7	8	9	10
38. The price of the material's consumable items.										
.....	1	2	3	4	5	6	7	8	9	10
39. The amount of teacher involvement required for the material to be used effectively.										
.....	1	2	3	4	5	6	7	8	9	10
40. The frequency of student response required by the material.										
.....	1	2	3	4	5	6	7	8	9	10
41. The frequency of student/teacher interaction required by the material.										
.....	1	2	3	4	5	6	7	8	9	10
42. The potential for use or adaptability of the material with other than the stated population.										
.....	1	2	3	4	5	6	7	8	9	10
43. The adaptability of the material to a variety of teachers and teaching situations.										
.....	1	2	3	4	5	6	7	8	9	10
44. The application of the material in other areas of the curriculum.										
.....	1	2	3	4	5	6	7	8	9	10

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A rating of 1 indicates that you attach no importance to that particular criterion. A rating of 10 indicates that you attach a great deal of importance to that particular criterion.	Not Important									Very Important
45. The provision for generalization of knowledge.										
.....	1	2	3	4	5	6	7	8	9	10
46. The presence of suggestions for supplementary or alternative learning activities.										
.....	1	2	3	4	5	6	7	8	9	10
47. The provision by the publisher of field test data which support the effectiveness of the material.										
.....	1	2	3	4	5	6	7	8	9	10
48. Evidence that the material has been revised and updated regularly.										
.....	1	2	3	4	5	6	7	8	9	10
49. The use of teaching methods that are supported by empirical evidence.										
.....	1	2	3	4	5	6	7	8	9	10
50. Evidence that the material was developed through the use of sound research and development procedures.										
.....	1	2	3	4	5	6	7	8	9	10
51. The presence of a variety of response modes by which the student may demonstrate learning.										
.....	1	2	3	4	5	6	7	8	9	10
52. A variety of different and interesting ways of presenting instruction.										
.....	1	2	3	4	5	6	7	8	9	10
53. The utilization of a specific instructional approach or method.										
.....	1	2	3	4	5	6	7	8	9	10
54. The physical quality and durability of the material.										
.....	1	2	3	4	5	6	7	8	9	10
55. The clarity and size of the material's print.										
.....	1	2	3	4	5	6	7	8	9	10

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A rating of 1 indicates that you attach no importance to that particular criterion. A rating of 10 indicates that you attach a great deal of importance to that particular criterion.	Not important									Very important
56. The packaging of the material.										
.....	1	2	3	4	5	6	7	8	9	10
57. The clarity, attractivness, and appropriateness of illustrations and/or photographs to the content of the material.										
.....	1	2	3	4	5	6	7	8	9	10
58. A format that is uncluttered, gramatically correct, and free of typographical errors.										
.....	1	2	3	4	5	6	7	8	9	10
59. The agreement between the material and curricular objectives.										
.....	1	2	3	4	5	6	7	8	9	10
60. The material appears to fulfill its stated or implied objectives.										
.....	1	2	3	4	5	6	7	8	9	10
61. Objectives stated in behavioral terms.										
.....	1	2	3	4	5	6	7	8	9	10
62. The presence of instructional objectives.										
.....	1	2	3	4	5	6	7	8	9	10
63. The objectives of the material meet students' affective needs.										
.....	1	2	3	4	5	6	7	8	9	10
64. The objectives of the material are in keeping with the students' instructional needs.										
.....	1	2	3	4	5	6	7	8	9	10
65. A scope and sequence chart accompanies the material.										
.....	1	2	3	4	5	6	7	8	9	10
66. The material's content is presented sequentially.										
.....	1	2	3	4	5	6	7	8	9	10

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A rating of 1 indicates that you attach **no importance** to that particular criterion. A rating of 10 indicates that you attach a **great deal of importance** to that particular criterion.	Not Important									Very Important
67. The material is designed so that repetition and review of content occurs frequently.	1	2	3	4	5	6	7	8	9	10
68. The material is designed so that learning occurs in small units of achievement.	1	2	3	4	5	6	7	8	9	10
69. The ease with which teachers may use the material.	1	2	3	4	5	6	7	8	9	10
70. The skills necessary to use the material effectively are compatible with the teacher's expertise.	1	2	3	4	5	6	7	8	9	10
71. The provision by the publisher of in-service training.	1	2	3	4	5	6	7	8	9	10
72. Teacher training materials accompany the instructional material.	1	2	3	4	5	6	7	8	9	10
73. The presence of diagnostic and prescriptive devices for placing student at appropriate entry levels.	1	2	3	4	5	6	7	8	9	10
74. The specification of the prerequisite skills or readiness behaviors necessary for students who will use the material.	1	2	3	4	5	6	7	8	9	10
75. Availability of warranties for the material.	1	2	3	4	5	6	7	8	9	10
76. Replacement pieces (e.g. lost or broken items, additional components, etc.) may be purchased separately.	1	2	3	4	5	6	7	8	9	10
77. The availability of equipment necessary to use the material (e.g. projectors, cassette players).	1	2	3	4	5	6	7	8	9	10

BEST COPY AVAILABLE

A rating of 1 indicates that you attach no importance to that particular criterion. A rating of 10 indicates that you attach a great deal of importance to that particular criterion.	Not Important									Very Important
78. Supplemental items (e.g. placement tests, visual aids, ditto masters) accompaning the material.										
.....	1	2	3	4	5	6	7	8	9	10
79. Supplemental materials (e.g. placement tests, visual aids, ditto masters) available for separate purchase.										
.....	1	2	3	4	5	6	7	8	9	10
80. The presence of a useful bibliography.										
.....	1	2	3	4	5	6	7	8	9	10
81. Material designed to appeal to the interest level of the student.										
.....	1	2	3	4	5	6	7	8	9	10
82. The suitability of the instructional level to the student(s).										
.....	1	2	3	4	5	6	7	8	9	10
83. The reading level of the material is indicated by the publisher.										
.....	1	2	3	4	5	6	7	8	9	10
84. The accuracy of the content of the material.										
.....	1	2	3	4	5	6	7	8	9	10
85. The content of the material is clearly and understandably presented.										
.....	1	2	3	4	5	6	7	8	9	10
86. Adequacy of the scope, and sequence of the content.										
.....	1	2	3	4	5	6	7	8	9	10
87. The compatibility of the content of the material with other on-going instruction.										
.....	1	2	3	4	5	6	7	8	9	10
88. A focus on skills and knowledge that are useful and applicable to the student.										
.....	1	2	3	4	5	6	7	8	9	10

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A rating of 1 indicates that you attach no importance to that particular criterion. A rating of 10 indicates that you attach a great deal of importance to that particular criterion.	Not Important									Very Important
89. The provision of sufficient opportunities for practice.	1	2	3	4	5	6	7	8	9	10
90. Accompanying forms for recording student progress.	1	2	3	4	5	6	7	8	9	10
91. Accompanying forms for evaluating student progress.	1	2	3	4	5	6	7	8	9	10
92. Provision for the student to track his/her own progress.	1	2	3	4	5	6	7	8	9	10
93. Ease with which the teacher can use forms for recording and/or evaluating student progress.	1	2	3	4	5	6	7	8	9	10
94. Progress evaluation results allow for direct planing of the students' instructional program.	1	2	3	4	5	6	7	8	9	10
95. The criteria for acceptable student performance stated in behavioral terms.	1	2	3	4	5	6	7	8	9	10
96. Evaluation items consistent with program objectives.	1	2	3	4	5	6	7	8	9	10
97. The provision for immediate feedback to students.	1	2	3	4	5	6	7	8	9	10
98. The provision of pre and post test activities.	1	2	3	4	5	6	7	8	9	10
99. The provision for continous assessment of student progress.	1	2	3	4	5	6	7	8	9	10

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A rating of 1 indicates that you attach no importance to that particular criterion. A rating of 10 indicates that you attach a great deal of importance to that particular criterion.	Not Important									Very Important
100. Inclusion of guidelines for the evaluation of student progress.	1	2	3	4	5	6	7	8	9	10
101. Activities for demonstration of task mastery are compatible with student's ability.	1	2	3	4	5	6	7	8	9	10
102. Clarity with which reinforcement procedures are specified.	1	2	3	4	5	6	7	8	9	10
103. Provisions for re-learning and re-assessment in the event of post test failure.	1	2	3	4	5	6	7	8	9	10
104. The degree to which the material appears to be motivational to students.	1	2	3	4	5	6	7	8	9	10

Please add any additional criteria and rate the importance of each.

105.	1	2	3	4	5	6	7	8	9	10
106.	1	2	3	4	5	6	7	8	9	10
107.	1	2	3	4	5	6	7	8	9	10
108.	1	2	3	4	5	6	7	8	9	10
109.	1	2	3	4	5	6	7	8	9	10

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If you would like to make any additional comments about the selection of instructional materials for handicapped students, please use this space for that purpose.

Your participation in this study is greatly appreciated. If you would like to receive a copy of the survey results print your name and address on the lines below.

_____

_____

_____

APPENDIX H

Cover Letter to Subjects

THE UNIVERSITY OF KANSAS

Department of Special Education
College of Health Sciences and Hospital
39th and Rainbow Blvd., Kansas City, Kansas 66103
(913) 588-5944
(913) 588-5943

I am currently conducting a research study funded by a grant from the Department of Education, Office of Special Education. The study is designed to result in the development of a model process for selecting instructional materials for handicapped students. As a part of this process it is necessary to identify the criteria currently used in the selection of instructional materials. The results of this study will be used in the development of a weighted selection checklist.

The enclosed survey is being sent to persons throughout the United States who are responsible for selecting instructional materials for elementary and secondary special education students. You were identified by your local Director of Special Education as an individual who has this responsibility.

The directions for completing the enclosed survey are listed on its cover. I would appreciate receiving your completed survey by April 22, 1981. A stamped self-addressed envelope has been enclosed for your convenience. For every 150 surveys completed and returned by the above date, I will make a $5.00 contribution to the Foundation for Exceptional Children, a non-profit organization established by the Council for Exceptional Children.

Your participation in the study is voluntary and all responses will be kept confidential. The code number that appears on your survey will only be used for record keeping purposes.

Thank you for your assistance in this research project.

Sincerely,

Mary Ventura

Mary Ventura
Project Coordinator

MV:vg

Enclosures

APPENDIX I

Followup Postcard

April 29, 1981

Approximately 3 weeks ago you received a survey titled Selecting Instructional Materials for Handicapped Students. The purpose of the survey is to determine the criteria that you feel are important when you select instructional materials.

Although the return date on the cover letter has passed, the information that you can provide is most important.

If you have already returned your survey, please accept my thanks. If you have not returned your survey, would you take a few minutes and do so today?

Thank you for your assistance.

Sincerely,

Mary Ventura
Project Coordinator

APPENDIX J

Survey Items in Order of Importance - Subjects

Rank	Statement	Mean Rating	S.D.	Weight
1	Clear, concise, & easily understood instructions for the student.	9.22	1.32	11
2	The suitability of the instructional level to the student.	9.20	1.07	11
3.5	The compatibility of the format of the material with student's mental and physical abilities.	9.16	1.27	11
3.5	The degree to which the material appears to be motivational to students.	9.16	1.27	11
5	The content of the material is clearly and understandably presented.	9.14	1.15	11
6	A focus on skills that are useful and applicable to the student.	9.02	1.26	11
7	Material designed to appeal to the interest level of the student.	9.00	1.22	11
8	The accuracy of the content of the material.	8.99	1.33	11
9	The reading level of the material is indicated by the publisher.	8.87	1.54	11
10	The objectives of the material are in keeping with the student's instructional needs.	8.80	1.47	11
11	A format that is uncluttered, grammatically correct, and free of errors.	8.73	1.61	11
12	The provision for immediate feedback to students.	8.72	1.50	11
13	The material is designed so that learning occurs in small units of achievement.	8.70	1.45	11

14	The relationship between effectiveness and the cost of the material.	8.69	1.69	11
15	The attractiveness and appeal of the material to the students.	8.64	1.41	11
16	The material appears to fulfill its stated or implied objectives.	8.62	1.54	11
17.5	The agreement between the material and curricular objectives.	8.61	1.55	11
17.5	The material is designed so that repetition and review of content occurs frequently.	8.61	1.52	11
19	The format of the material (e.g. workbook, cassette tape, game, etc.)	8.57	1.61	11
20	The provision for sufficient opportunities for practice.	8.56	1.46	11
21.5	The degree to which the material appears challenging to students.	8.55	1.46	11
21.5	The material's content is presented sequentially.	8.55	1.64	11
23	The agreement between the format of the material and stated objectives.	8.53	1.72	11
24.5	A teacher's guide included with or accompanying the material.	8.50	1.85	11
24.5	The ease with which teachers may use the material.	8.50	1.48	11
26	The presence of followup activities for skill reinforcement.	8.46	1.64	10
27	The material consists of tasks that appear to be of an appropriate length.	8.43	1.56	10

28	The presence of diagnostic and prescriptive devices for placing students at appropriate entry levels.	8.39	1.68	10
29	The provision for continuous assessment of student progress.	8.38	1.61	10
30	Provision for re-learning and re-assessment in the event of post-test failure.	8.37	1.73	10
31	Activities for demonstration of task mastery are compatible with students' ability.	8.36	1.63	10
32	Evaluation items consistent with program objectives.	8.32	1.75	10
33	The provision of pre- and post-test activities.	8.31	1.68	10
34	A variety of different and interesting ways of presenting instruction.	8.29	1.66	10
35	The clarity and size of the material's print.	8.28	1.74	10
36.5	Adequacy of the scope and sequence of the content.	8.27	1.71	10
36.5	The number of times the material would be used by a student.	8.27	1.69	10
38	Clear and easy to follow instructions for the teacher.	8.26	1.71	10
39.5	The price of the material.	8.24	1.95	10
39.5	The compatibility of the material with on-going instruction.	8.24	1.58	10
41	The physical quality and durability of the material.	8.23	1.66	10
42	The annual maintenance and/or replacement cost of the material.	8.22	1.79	10

43	A comprehensive teachers' guide.	8.20	2.06	10
44	The price of the material's consumable items.	8.17	1.88	10
45	The objectives of the material meet the student's affective needs.	8.15	1.80	10
46	The presence of a variety of response modes by which the student may demonstrate learning.	8.14	1.76	10
47	The specification of the prerequisite skills or readiness behaviors necessary for students who will use the material.	8.12	1.80	10
48	If not included, a teacher's guide is available for separate purchase.	8.10	2.09	10
49	Progress evaluation results allow for direct planning of the student's instructional program.	8.02	1.86	10
50.25	Teacher time saved through the use of the material.	7.98	1.97	9
50.25	The amount of teacher involvement required for the material to be used effectively.	7.98	1.78	9
50.25	The amount of teacher involvement required for the material to be used effectively.	7.98	1.63	9
50.25	The availability of equipment necessary to use the material (e.g. projectors, cassette players).	7.98	2.08	9
54	The amount of daily/weekly preparation time the teacher must spend to effectively use the material.	7.88	1.95	9

55	The skills necessary to use the material effectively are compatible with the teacher's expertise.	7.86	1.86	9
56	The degree to which the material can be adapted to meet the schedule of the school day/year without affecting the material's usefulness.	7.83	1.97	9
57.5	The duration of time required when a student uses the material.	7.81	1.82	9
57.5	The frequency of student response required by the material.	7.81	1.78	9
59	Replacement pieces (e.g. lost or broken items, additional components etc.) may be purchased separately.	7,80	2.10	9
60	The amount of training time necessary for the teacher to effectively use the material.	7.79	1.99	9
61	Supplemental items (e.g. placement tests, visual aids, ditto masters) accompanying the material.	7.75	1.84	9
62	The presence of instructional objectives.	7.74	2.11	9
63	The provision for generalization of knowledge.	7.71	1.76	9
64	The existence of a preview policy which allows inspection of the material prior to purchase.	7.69	2.45	9
65	Inclusion of guidelines for the evaluation of the student progress.	7.68	1.90	9
66	Clarity with which reinforcement procedures are specified.	7.67	1.90	9

67	The presence of suggestions for supplementary or alternative learning activities.	7.65	1.90	9
68	The adaptability of the material to a variety of teachers and teaching situations.	7.64	2.25	9
69	Objectives stated in behavioral terms.	7.58	2.26	9
70	The criteria for acceptable student performance stated in behavioral terms.	7.55	2.08	9
71	Specification of the target population for whom the material was designed.	7.54	2.23	9
72	The ease with which the teacher can use forms for recording and/or evaluating student progress.	7.50	2.15	9
73.5	The number of students who can use the material at one time.	7.47	2.22	8
73.5	The application of the material in other areas of the curriculum.	7.47	2.33	8
75	The clarity attractiveness, and appropriateness of illustrations and/or photographs to the content of the material.	7.45	1.94	8
76	Supplemental materials (e.g. placement tests, visual aids, ditto masters) available for separate purchase.	7.44	1.98	8
77	Ease of managing component parts of the material.	7.41	2.13	8
78	The potential for use or adaptability of the material with other than the stated population.	7.39	2.25	8
79	Evidence that the material has been revised and updated regularly.	7.34	2.00	8

80	Accompanying forms for evaluating student progress.	7.33	2.20	8
81	Evidence that the material was developed through the use of sound research and development procedures.	7.28	2.17	8
82	Ease with which the material may be shared with other teachers.	7.20	2.30	8
83	Material developed for use with a particular disability group.	7.19	2.30	8
84.3	Freedom from bias (e.g., sexist, racial, religious) in the material.	6.99	2.46	7
84.3	The utilization of a specific instructional approach or method.	6.99	2.12	7
84.3	Provision for the student to track his or her own progress.	6.99	2.28	7
87	The use of teaching methods that are supported by empirical evidence.	6.97	2.17	7
88	A scope and sequence chart accompanies the material.	6.84	2.38	7
89	The safety features of the material (e.g. non-toxic).	6.83	2.92	7
90	Specification of the type of classroom for which the material was designed.	6.75	2.46	7
91	Teacher training materials accompany the instructional material.	6.74	2.33	7
92	Accompanying forms for recording student progress.	6.70	2.37	7
93	The provision by the publisher of field test data which support the effectiveness of the material.	6.62	2.29	7

94	The copyright or publication date of the material.	6.53	2.44	7
95	The reputation of the publisher.	6.50	2.46	7
96	The name and/or the professional reputation of the author of the material.	6.33	2.41	6
97	Availability of warrenties for the material.	6.06	2.65	6
98	Ease of storage and transportability of the material.	6.05	2.61	6
99	The provision by the publisher of inservice training.	5.78	2.57	5
100	The presence of a useful bibliography.	5.30	2.35	4
101	The packaging of the material.	4.90	2.43	3
102	The type of geographic region portrayed in the content of the material.	4.66	2.40	3
103	Application of the material with bilingual children.	3.90	2.19	1
104	The title or product name of the material.	3.75	2.59	1

APPENDIX K

Survey Items in Order of Importance - Experts

Rank	Statement	Rating	S.D.	Weight
1	Evidence that the material was developed through the use of sound research and development procedures.	9.50	.91	11
2	The content of the material is clearly and understandably presented.	9.38	1.08	11
3.5	The agreement between the format of the material and stated objectives.	9.33	1.49	11
3.5	The accuracy of the content of the material.	9.33	1.14	11
5	A focus on skills and knowledge that are useful and applicable to the student.	9.29	.88	11
6	The material appears to fulfill its stated or implied objectives.	9.27	.77	11
7	The agreement between the material and curricular or long range objectives.	9.20	.77	11
8	The objectives of the material are in keeping with the students' instructional needs.	9.13	.96	11
9	The suitability of the instructional level to the student.	9.08	1.07	11
10	The provision of sufficient opportunities for practice.	9.07	1.00	11
11	A comprehensive teacher's guide.	9.00	1.67	11
12	The compatability of the format of the material and student's mental and physical abilities.	8.93	1.75	11
13	Adequacy of the scope, range, depth and continuity of the content.	8.92	1.64	11

14	The provision by the publisher of field test data which support the effectiveness of the material.	8.71	1.48	11
15.5	The relationship between teaching effectiveness and the cost of the material.	8.67	2.30	11
15.5	Evaluation items consistent with program objectives.	8.67	1.14	11
17	Clear, concise, and easily understood instructions for the student.	8.60	1.74	11
18	A format that is uncluttered, grammatically correct, and free of typographical errors.	8.53	1.75	11
19.5	The use of teaching methods that are supported by empirical evidence.	8.50	2.23	11
19.5	The material is designed so that repetition and review of content occurs frequently.	8.50	1.64	11
21	The adaptability of the material to a variety of teachers and teaching situations.	8.43	1.64	10
22	Freedom from bias (e.g. sexist, racial, religious) in the material.	8.40	1.45	10
23.5	The safety features of the material (e.g. non-toxic).	8.33	1.74	10
23.5	The provision for continuous assessment of student progress.	8.33	2.12	10
25.3	A teacher's guide included with or accompanying the material.	8.27	1.73	10
25.3	The provision for generalization of knowledge.	8.27	1.44	10
25.3	Provision for re-learning and reassessment in the event of post-test failure.	8.27	1.57	10

28	Material designed to appeal to the interest level of the student.	8.20	1.72	10
29	Progress evaluation results allow for direct planning of the students' instructional program.	8.17	1.28	10
30	Inclusion of suggestions for the evaluation of student progress.	8.14	1.81	10
31.3	Clear and easy to follow instructions for the teacher.	8.13	2.19	10
31.3	The presence of diagnostic and prescriptive devices for placing student at appropriate entry level.	8.13	2.19	10
31.3	The specification of the prerequisite skills or readiness behaviors necessary for students who will use the material.	8.13	1.71	10
34	The frequency of student/teacher interaction required by the material.	8.07	1.91	10
35.2	The potential for use or adaptability of the material with other than the stated population.	8.00	1.73	10
35.2	The availability of equipment necessary to use the material (e.g. projectors, cassette players).	8.00	2.24	10
35.2	The provision of immediate feedback to students.	8.00	2.28	10
35.2	Activities for demonstration of task mastery that are or may be adapted to be compatible with student's ability.	8.00	1.63	10
39.5	If not included, a teacher's guide being available for separate purchase.	7.93	1.67	9
39.5	Evidence that the material has been revised and updated regularly.	7.93	2.12	9

41.3	The presence of instructional objectives.	7.87	2.09	9
41.3	The material's content is presented sequentially.	7.87	2.55	9
41.3	The provision of pre- and post-test activities.	7.87	2.75	9
44.3	The amount of training time for the teacher to effectively use the material.	7.80	2.29	9
44.3	The frequency of student response required by the material.	7.80	2.45	9
44.3	The presence of a variety of response modes by which the student may demonstrate learning.	7.80	2.34	9
47.3	The amount of daily/weekly preparation time the teacher must spend to effectively use the material.	7.67	1.53	9
47.3	The amount of teacher involvement required for the material to be used effectively.	7.67	2.30	9
47.3	The quality and durability of the material.	7.67	1.74	9
50	The skills necessary to use the material effectively are compatible with teacher's expertise.	7.60	1.85	9
51	Accompanying forms for evaluating student progress.	7.57	2.56	9
52.3	The presence of followup activities for skill reinforcement.	7.53	1.82	9
52.3	The ease with which teacher's may use the material.	7.53	1.86	9
52.3	Replacement pieces (e.g. lost or broken items, additional components, etc.) may be purchased separately.	7.53	2.42	9

55.5	Teacher time saved through the use of the materials.	7.50	1.88	9
55.5	The degree to which the material appears challenging to students.	7.50	1.76	9
57	Ease with which the teacher can use forms for recording and/or evaluating student progress.	7.47	1.86	8
58	The compatibility of the content with other on-going instruction.	7.46	1.69	8
59	A scope and sequence chart accompanies the material.	7.43	2.87	8
60.3	A variety of different and interesting ways of presenting instruction.	7.40	2.42	8
60.3	Accompanying forms for recording students' progress.	7.40	2.39	8
60.3	The attractiveness, appeal, and motivation of the material to students.	7.40	1.93	8
63.5	The application of the material in other areas of the curriculum.	7.36	1.64	8
63.5	The presence of suggestions for supplementary or alternative learning activities.	7.36	1.49	8
65	The criteria for acceptable student performance stated in behavioral terms.	7.33	2.30	8
66.5	The name and/or the professional reputation of the author of the material.	7.29	2.22	8
66.5	The annual maintenance and/or replacement cost of the material.	7.29	2.31	8
66.5	The material consists of task that appear to be of an appropriate length.	7.27	2.02	8
68.5	Objectives stated in behavioral terms.	7.27	2.67	8

70	The utilization of a specific instructional approach or method.	7.21	2.11	8
71.3	Ease of managing component parts of the material.	7.20	2.10	8
71.3	The material is designed so that learning occurs in small units of achievement.	7.20	2.20	8
71.3	The reading level of the material is indicated by the publisher.	7.20	2.40	8
74.3	The price of the material.	7.13	2.22	8
74.3	The clarity and size of the material's print.	7.13	1.93	8
74.3	The clarity, attractiveness, and appropriateness of illustrations and/or photographs to the content of the material.	7.13	1.63	8
77.5	The price of the material's consumable items.	7.07	2.35	8
77.5	Clarity with which reinforcement procedures are specified.	7.07	3.02	8
79	The reputation of the publisher.	7.93	2.43	7
80	The objectives of the material meet students' affective needs.	6.87	1.96	7
81.5	Supplemental items (e.g. placement tests, visual aids, ditto masters) accompany the material.	6.80	2.20	7
81.5	The degree to which the material can be adapted to meet the schedule of the school day/year without affecting the material's usefulness.	6.80	2.54	7
83	The existence of a preview policy which allows inspection of the material prior to purchase.	6.73	2.46	7
84.3	The amount of time (either daily or weekly) that will be required to use the material.	6.71	2.25	7

84.3	The format of the material (e.g. workbook, cassette tape, game, etc.).	6.71	2.74	7
84.3	Provision for the student to track his/her own progress.	6.71	2.74	7
87	Supplemental materials (e.g. placement tests, visual aids, ditto masters) available for separate purchase.	6.67	2.15	7
88	The length of time that will be required for use of the material.	6.64	2.00	7
89	Specification of the target population for whom the material was designed.	6.53	2.85	7
90	Teacher training materials accompany the instructional material.	6.40	2.27	6
91	The provision by the publisher of inservice training.	6.14	1.46	6
92	The packaging of the material.	6.07	2.41	6
93	Availability of warranties for the material.	6.00	2.67	6
94	Ease of storage and transportability of the material.	5.60	2.18	5
95	The number of students who can use the material at one time.	5.40	2.50	4
96	The presence of a useful bibliography.	5.20	2.04	4
97	Ease with which the materials may be shared with other teachers.	5.13	3.05	4
98	Specification of the type of classroom for which the material was designed.	5.07	2.86	4
99	The copyright or publication date of the material.	5.00	2.56	4
100	Material developed for use with a particular disability group.	4.60	2.63	3

101	The type of geographic region protrayed in the content of the material.	4.13	2.09	2
102	Application of the material with bilingual children.	3.77	2.19	1
103	The title or product name of the material.	3.60	2.03	1

APPENDIX L

Weighted Checklist Prototype

1. Clear, concise, and easily understood instructions for the student.

   1 2 3 4 5 6 7 8 9 10 (x 11) _____

2. The suitability of the instructional level to the student.

   1 2 3 4 5 6 7 8 9 10 (x 11) _____

3. The compatibility of the format of the material with student's mental and physical abilities.

   1 2 3 4 5 6 7 8 9 10 (x 11) _____

4. The degree to which the material appears to be motivational to students.

   1 2 3 4 5 6 7 8 9 10 (x 11) _____

5. The content of the material is clearly and understandably presented.

   1 2 3 4 5 6 7 8 9 10 (x 11) _____

6. A focus on skills that are useful and applicable to the student.

   1 2 3 4 5 6 7 8 9 10 (x 11) _____

7. Material designed to appeal to the interest level of the student.

   1 2 3 4 5 6 7 8 9 10 (x 11) _____

8. The accuracy of the content of the material.

   1 2 3 4 5 6 7 8 9 10 (x 11) _____

9. The reading level of the material is indicated by the publisher.

   1 2 3 4 5 6 7 8 9 10 (x 11) _____

10. The objectives of the material are in keeping with the students' instructional needs.

    1 2 3 4 5 6 7 8 9 10 (x 11) _____

11. A format that is uncluttered, grammatically correct, and free of errors.

    1 2 3 4 5 6 7 8 9 10 (x 11) _____

12. The provision for immediate feedback to students.

    1 2 3 4 5 6 7 8 9 10 (x 11) _____

13. The material is designed so that learning occurs in small units of achievement.

1 2 3 4 5 6 7 8 9 10 (x 11) _____

14. The relationship between effectiveness and cost of the material.

1 2 3 4 5 6 7 8 9 10 (x 11) _____

15. The attractiveness and appeal of the material to students.

1 2 3 4 5 6 7 8 9 10 (x 11) _____

16. The material appears to fulfill its stated or implied objectives.

1 2 3 4 5 6 7 8 9 10 (x 11) _____

17. The agreement between the material and curricular objectives.

1 2 3 4 5 6 7 8 9 10 (x 11) _____

18. The material is designed so that repetition and review of content occurs frequently.

1 2 3 4 5 6 7 8 9 10 (x 11) _____

19. The format of the material (e.g. workbook, cassette tape, game, etc.).

1 2 3 4 5 6 7 8 9 10 (x 11) _____

20. The provision of sufficient opportunities for practice.

1 2 3 4 5 6 7 8 9 10 (x 11) _____

21. The degree to which the material appears challenging to students.

1 2 3 4 5 6 7 8 9 10 (x 11) _____

22. The material's content is presented sequentially.

1 2 3 4 5 6 7 8 9 10 (x 11) _____

23. The agreement between the format of the material and stated objectives.

1 2 3 4 5 6 7 8 9 10 (x 11) _____

24. A teacher's guide included with or accompanying the material.

1 2 3 4 5 6 7 8 9 10 (x 11) _____

25. The ease with which teachers may use the material.

1 2 3 4 5 6 7 8 9 10 (x 11) _____

26. The presence of followup activities for skill reinforcement.

1 2 3 4 5 6 7 8 9 10 (x 11) _____

27. The material consists of tasks that appear to be of an appropriate length.

1 2 3 4 5 6 7 8 9 10 (x 10) _____

28. The presence of diagnostic and prescriptive devices for placing students at appropriate entry levels.

1 2 3 4 5 6 7 8 9 10 (x 10) _____

29. The provision for continuous assessment of student progress.

1 2 3 4 5 6 7 8 9 10 (x 10) _____

30. Provision for re-learning and re-assessment in the event of post-test failure.

1 2 3 4 5 6 7 8 9 10 (x 10) _____

31. Activities for demonstration of task mastery are compatible with student ability.

1 2 3 4 5 6 7 8 9 10 (x 10) _____

32. Evaluation items consistent with program objectives.

1 2 3 4 5 6 7 8 9 10 (x 10) _____

33. The provision of pre- and post-test activities.

1 2 3 4 5 6 7 8 9 10 (x 10) _____

34. A variety of different and interesting ways of presenting instruction.

1 2 3 4 5 6 7 8 9 10 (x 10) _____

35. The clarity and size of the material's print.

1 2 3 4 5 6 7 8 9 10 (x 10) _____

36. Adequacy of the scope and sequence of the content.

1 2 3 4 5 6 7 8 9 10 (x 10) _____

37. The number of times the material would be used by a student.

1 2 3 4 5 6 7 8 9 10 (x 10) _____

38. Clear and easy to follow instructions for the student.

1 2 3 4 5 6 7 8 9 10 (x 10) _____

39. The price of the material.

1 2 3 4 5 6 7 8 9 10 (x 10) _____

40. The compatibility of the material with on-going instruction.

1 2 3 4 5 6 7 8 9 10 (x 10) _____

41. The physical quality and durability of the material.

1 2 3 4 5 6 7 8 9 10 (x 10) _____

42. The annual maintenance and/or replacement cost of the material.

1 2 3 4 5 6 7 8 9 10 (x 10) _____

43. A comprehensive teacher's guide.

1 2 3 4 5 6 7 8 9 10 (x 10) _____

44. The price of the material's consumable items.

1 2 3 4 5 6 7 8 9 10 (x 10) _____

45. The objectives of the material meet student's affective needs.

1 2 3 4 5 6 7 8 9 10 (x 10) _____

46. The presence of a variety of response modes by which the student may demonstrate learning.

1 2 3 4 5 6 7 8 9 10 (x 10) _____

47. The specification of the prerequisite skills or readiness behaviors necessary for students who will use the material.

1 2 3 4 5 6 7 8 9 10 (x 10) _____

48. If not included, a teacher's guide is available for separate purchase.

1 2 3 4 5 6 7 8 9 10 (x 10) _____

49. Progress evaluation results allow for direct planning of the student's instructional program.

1 2 3 4 5 6 7 8 9 10 (x 10) _____

50. Teacher time saved through the use of the material.

1 2 3 4 5 6 7 8 9 10 (x 9) _____

51. The amount of teacher time required for the material to be used effectively.

1 2 3 4 5 6 7 8 9 10 (x 9) _____

52. The frequency of student/teacher interaction required by the material.

1 2 3 4 5 6 7 8 9 10 (x 9) _____

53. The availability of equipment necessary to use the material (e.g. projectors, cassette players).

1 2 3 4 5 6 7 8 9 10 (x 9) _____

54. The amount of daily/weekly preparation time the teacher must spend to effectively use the material.

1 2 3 4 5 6 7 8 9 10 (x 9) _____

55. The skills necessary to use the material effectively are compatible with the teacher's expertise.

1 2 3 4 5 6 7 8 9 10 (x 9) _____

56. The degree to which the material can be adapted to meet the schedule of the school day/year without affecting the material's usefulness.

1 2 3 4 5 6 7 8 9 10 (x 9) _____

57. The duration of time required when a student uses the material.

1 2 3 4 5 6 7 8 9 10 (x 9) _____

58. The frequency of student response required by the material.

1 2 3 4 5 6 7 8 9 10 (x 9) _____

59. Replacement pieces (e.g. lost or broken items, additional components etc.) may be purchased separately.

1 2 3 4 5 6 7 8 9 10 (x 9) _____

60. The amount of training time necessary for the teacher to effectively use the material.

1 2 3 4 5 6 7 8 9 10 (x 9) _____

61. Supplemental items (e.g. placement tests, visual aids, ditto masters) accompanying the material.

1 2 3 4 5 6 7 8 9 10 (x 9) _____

62. The presence of instructional objectives.

1 2 3 4 5 6 7 8 9 10 (x 9) _____

63. The provision for generalization of knowledge.

1 2 3 4 5 6 7 8 9 10 (x 9) _____

64. The existence of a preview policy which allows inspection of the material prior to purchase.

1 2 3 4 5 6 7 8 9 10 (x 9) _____

65. Inclusion of guidelines for the evaluation of student progress.

1 2 3 4 5 6 7 8 9 10 (x 9) _____

66. Clarity with which reinforcement procedures are specified.

1 2 3 4 5 6 7 8 9 10 (x 9) _____

67. The presence of suggestions for supplementary or alternative learning activities.

1 2 3 4 5 6 7 8 9 10 (x 9) _____

68. The adaptability of the material to a variety of teachers and teaching situations.

1 2 3 4 5 6 7 8 9 10 (x 9) _____

69. Objectives stated in behavioral terms.

1 2 3 4 5 6 7 8 9 10 (x 9) _____

70. The criteria for acceptable student performance stated in behavioral terms.

1 2 3 4 5 6 7 8 9 10 (x 9) _____

71. Specification of the target population for whom the material was designed.

1 2 3 4 5 6 7 8 9 10 (x 9) _____

72. The ease with which the teacher can use forms for recording and/or evaluating student progress.

1 2 3 4 5 6 7 8 9 10 (x 9) _____

73. The number of students who can use the material at one time.

1 2 3 4 5 6 7 8 9 10 (x 8) _____

74. The application of the material in other areas of the curriculum.

1 2 3 4 5 6 7 8 9 10 (x 8) _____

75. The clarity, attractiveness, and appropriateness of illustrations and/or photographs to the content of the material.

1 2 3 4 5 6 7 8 9 10 (x 8) _____

76. Supplemental materials (e.g., placement tests, visual aids, ditto masters) available for separate purchase.

1 2 3 4 5 6 7 8 9 10 (x 8) _____

77. Ease of managing component parts of the material.

1 2 3 4 5 6 7 8 9 10 (x 8) _____

78. The potential for use or adaptability of the material with other than the stated population.

1 2 3 4 5 6 7 8 9 10 (x 8) _____

79. Evidence that the material has been revised and updated regularly.

1 2 3 4 5 6 7 8 9 10 (x 8) _____

80. Accompanying forms for evaluating student progress.

1 2 3 4 5 6 7 8 9 10 (x 8) _____

81. Evidence that the material was developed through the use of sound research and development procedures.

1 2 3 4 5 6 7 8 9 10 (x 8) _____

82. Ease with which the material may be shared with other teachers.

1 2 3 4 5 6 7 8 9 10 (x 8) _____

83. Material developed for use with a particular disability group.

1 2 3 4 5 6 7 8 9 10 (x 7) _____

84. Freedom from bias (e.g. sexist, racial, religious) in the material.

1 2 3 4 5 6 7 8 9 10 (x 7) _____

85. The utilization of a specific instructional approach or method.

1 2 3 4 5 6 7 8 9 10 (x 7) _____

86. Provision for the student to track his or her own progress.

1 2 3 4 5 6 7 8 9 10 (x 7) _____

87. The use of teaching methods that are supported by empirical evidence.

1 2 3 4 5 6 7 8 9 10 (x 7) _____

88. A scope and sequence chart accompanies the material.

1 2 3 4 5 6 7 8 9 10 (x 7) _____

89. The safety features of the material (e.g. non-toxic).

1 2 3 4 5 6 7 8 9 10 (x 7) _____

90. Specification of the type of classroom for which the material was designed.

1 2 3 4 5 6 7 8 9 10 (x 7) _____

91. Teacher training materials accompany the instructional material.

1 2 3 4 5 6 7 8 9 10 (x 7) _____

92. Accompanying forms for recording student progress.

1 2 3 4 5 6 7 8 9 10 (x 7) _____

93. The provision by the publisher of field-test data which support the effectiveness of the material.

1 2 3 4 5 6 7 8 9 10 (x 7) _____

94. The copyright or publication date of the material.

1 2 3 4 5 6 7 8 9 10 (x 7) _____

95. The reputation of the publisher.

1 2 3 4 5 6 7 8 9 10 (x 7) _____

96. The name and/or professional reputation of the author of the material.

1 2 3 4 5 6 7 8 9 10 (x 6) _____

97. Availability of warranties for the material.

1 2 3 4 5 6 7 8 9 10 (x 6) _____

98. Ease of storage and transportability of the material.

1 2 3 4 5 6 7 8 9 10 (x 6) _____

99. The provision by the publisher of in-service training.

1 2 3 4 5 6 7 8 9 10 (x 5) _____

100. The presence of a useful bibliography.

1 2 3 4 5 6 7 8 9 10 (x 4) _____

101. The packaging of the material.

1 2 3 4 5 6 7 8 9 10 (x 3) _____

102. The type of geographic region portrayed in the material.

1 2 3 4 5 6 7 8 9 10 (x 3) _____

103. Application of the material with bilingual children.

1 2 3 4 5 6 7 8 9 10 (x 1) _____

104. The title or product name of the material.

1 2 3 4 5 6 7 8 9 10 (x 1) _____

TOTAL _____

APPENDIX M

Additional Selection Criteria

Identified by Subjects

1. Sample pages of material along with descriptions.
2. Presence of colorful, relevant, sequential, life-like illustrations.
3. Preview policy especially if author or publisher is new, unfamiliar, or unknown.
4. Professionalism of publisher's catalog.
5. Accessibility and concern for feedback of publisher.
6. Availability of a behavioral management system to accompany materials.
7. The material can be presented in a variety of ways based on the child's learning style.
8. The degree to which it "looks" like a "regular" textbook.
9. The degree to which it will meet the future career needs of the student.
10. Re-usable materials from year to year.
11. Materials directly manipulative by students.
12. Many levels of same curriculum area covered in one kit, tape set, etc.
13. Suitable for widely varying abilities and ages of students.
14. Ease with which materials may be plugged into IEP stated objectives.
15. Material that comes with enough of a range that one does not have to buy each grade level package to cover intermittent level placement.
16. In black type so they can be reproduced by the teacher.
17. Provision by the publisher to provide option for obtaining sample materials.
18. Individuality of components.
19. Thought provoking content.
20. Age appropriate materials.
21. Materials that are based on real life survival skills.
22. Word placement spacing for L.D. kids without overcrowding.
23. Ability of paper to handle erasures.
24. Clear, concise, instructions for independent use by students.
25. High interest low vocabulary with appropriate illustrations for a variety of age levels.
26. Material geared toward self concept.
27. Material geared to relevance for students, not adults.
28. Material with an emphasis on essential competencies.
29. Material geared toward life skills.
30. Format of high school level.
31. High school subject matter written low vocabulary.
32. High school subject low comprehension with visual reinforcement.
33. High school subjects with alternate assignments to questions.
34. Word problems--math that looks adult but low achievement.
35. Books do not have grade levels on the covers.
36. Cost of material.
37. Re-usability of material.
38. Durability of material.
39. Length of time it can be used.
40. Number of units of instruction.
41. Quantity units (classes are less than 10 students).
42. Publishers response to questions.
43. Appropriateness of material.
44. Time span between ordering and receiving is minimal.

45. The importance of uncluttered material.
46. Firsthand knowledge of materials.
47. Input from teachers on materials.
48. Input from students.
49. Perceptually clear illustrations.
50. Chronologically appropriate illustrations.
51. Perceptually appropriate printing.
52. How important is it to have a selection of material on a horizontal basis.
53. Availability of program as a computer software item.
54. Simplicity of material.
55. Suggested methods for adapting to other populations.
56. Reported preference by teachers who use the material.
57. The degree to which it can be modified if necessary.
58. Type used in elementary level materials larger than standard type.
59. Black and white illustrations.
60. Color keyed materials.
61. Preview and use of materials for several weeks by borrowing from State Material Centers.
62. Role models for handicapped.
64. Stereotyping of sexes, races, handicapped conditions.
65. Material that can be cleaned easily.
66. Components that can be handled by a spastic child.
67. Materials that are durable and can stand abuse.
68. Materials stimulate interest and student motivated ideas and projects.
69. Material is inexpensive.
70. Is the material designed as the basic core of an instructional area or is it to be used as a supplementary material only.
71. The material uses as many of the students senses as possible (e.g. touch, sight, etc.).
72. The modality to which it is geared.
73. Individuality of instructional task suited for individual needs.
74. Activities easily interchangeable from individual to group situations.
75. Multi-sensory approaches for learning tasks.
76. Is it fun.
77. Hardback cover that could be used in sequence from year to year.
78. Adaptability of materials across age and grade levels.
79. Availability of sales representative.
80. If I can get ditto masters and not just make thermal stencils only.
81. When students are mainstreamed do materials meet guidelines for requirements taught in regular education.
82. Materials should provide publishers evaluative lists for teachers to evaluate effectiveness of materials.
83. Opinion checklist from students.
84. Price reasonable.
85. Multisensory components of material (i.e. cassettes to accompany books-manipulatives).
86. Durability.

87. Materials for secondary students need to look more mature.
88. Relativity to overlapping handicaps.
89. Relativity to multi-handicapped.
90. What type paper are the materials printed on - will light glare on it.
91. Are the materials consumerable (sic).
92. Physically as well as academically appropriate.
93. Type and purpose of material - processing versus achievement versus survival skills.
94. Material developed and based upon sound L.D. and learning theory.
95. Appropriate to adolescents.
96. Parent related activities for reinforcement and fun.
97. Highly manipulative materials using concrete objects from child's environment.
98. Several activities designed to teach and reinforce the objective.
99. More materials in all academic areas for secondary students.
100. Dittos without too much on a page.
101. Dittos without fine print.
102. Ability for child to work independently with the product.
103. Non-consumability of the product.
104. Do the students enjoy using the material.
105. Do the students see the relevance.
106. Very structured.
107. Multisensory approach.
108. Use of direct teaching techniques.
109. The price of replacement parts.
110. Material is appropriate to students needs as stated by M.D.T. and I.E.P.
111. Materials applicable for every day life situations.
112. Straightforward, realistic approach to task, no B.S.
113. Material presents one concept at a time.
114. Ease with which the material can be handled by young (5-7 year old) students.
115. Relation to mainstream curriculum.
116. Variety of modes of evaluation of objectives.
117. Task evaluation and provision for evaluation of each individual task.
118. Materials which will not date themselves too soon.
119. Instructional levels are readily available on all materials.
120. Whether material is on a state adopted list.
121. Whether approach is a "new twist" based on sound accepted theory.
122. Number and sizes of multiple pieces.
123. Turnaround time on filling orders.
124. Whether materials guide has an active role for parents section or suggestions.
125. Whether there is a local publisher's rep to answer questions and assist in training.
126. Format of material matches maturity level of students.
127. Cost involved in bringing in consultants (for teacher inservice).
128. Format consistent with students physical and social development as well as mental abilities.
129. Degree to which salesman stands behind his product.

130. Career education emphasis.
131. Correlation with "regular" secondary program to minimize differences.
132. Suitable for large populations.
133. The use of photographs rather than artists illustrations.
134. Use of humorous photographs rather than humorous artists illustrations.
135. Material meeting the needs of vocational as well as basal academic skills.
136. Cassette read along tapes for all regular education textbooks - all levels.
137. More high interest, low vocabulary materials for upper high school students, especially prepared for 1st, 2nd, 3rd grade reading level.
138. Linguistic level (primarily syntax).
139. Materials and kits should have reproducable (sic) worksheets.
140. Non-consumable.
141. Copyable.
142. Cheap.
143. Encouragement of flexible thinking.
144. Encouragement of fluent thinking.
145. Provision for use of creativity of thinking and special talents in performance skills.
146. Practical applications of all materials introduced.
147. If the material communicates the intended concept well.
148. The use of simple terms and phrasing (but not redundant).
149. If the examples used are easy for the teacher or student to demonstrate visually.
150. Material or repair accessability.
151. Appealing or attractiveness of cover.
152. The amount of information i.e. the material given in the catalog.
153. Can the student use the material independently.
154. Is it suitable for a learning center-work situation approach.
155. How much teacher guidance is required with the student.
156. Can a paraprofessional set up and monitor the materials.
157. Is the purpose to motivate and supplement - or is it necessary to achieve IEP objectives.
158. Material designed for skill being taught does not depend on success in another skill (you don't have to read to do math).
159. Material is not labeled with a specific grade.
160. Pictures or stories do not indicate a younger age child than I am using the material for.
161. Pictures of actual materials shown in catalog so I can judge appropriateness of material for my students.
162. High interest, low vocabulary in every area: social studies, science.
163. Uniform readability level throughout material or gradual increase.
164. Selection of material is also determined by the availability of funds to purchase material.
165. Speed with which materials can be obtained from company.
166. Mode of learning involved as visual, multisensory, etc.
167. If printed, amount on page, type of print, etc.

168. Relates to socio-economic group(s) in our cooperative.
169. Publisher states formula used to compute readability.
170. Opportunity to try the material on a trial basis.
171. Materials that cover a 3-5 grade equivalent so all of my students would benefit.
172. Materials designed for practical application to daily living skills.
173. Materials providing alternatives to paper-pencil tasks.
174. Suitable for rural community that has IRC settings K-8 in one classroom.
175. Adaptable to any age level.
176. Provision to match material to regular education standards.
177. Preview of what is to be learned.
178. Discussion questions for concept.
179. Length of sentence structure.
180. Date of illustration.
181. Concept presentation to student maturity.
182. Cost effectiveness.
183. Sample pages-free (books).
184. High interest-low vocabulary reading level.
185. Price compatible with administrator.
186. Utilizes skill and ability strengths already possessed by student.
187. Stories about area child lives in (no inner city stories).
188. Cost of material.
189. Select materials that teaches skills that have practical application.
190. The product has asthetic (sic) appeal.
191. The ease with which the product can be correlated to existing material.
192. Time required by a company to process my order.
193. Local servicing available.
194. Has pictures.
195. Durability.
196. Material developed to meet specific needs (ex. sound/symbol).
197. Provisions to share evaluation with parents at IEP.
198. Previous use/familiarity with contents.
199. Experienced success with material.
200. Ease with which the material can be cleaned.
201. Can material product meet more than 1 objective of student.
202. Other colleagues familiarity and recommendations for use of material.
203. Home-study related reinforcement materials.
204. The ease with which a cross age tutor might employ material.
205. Provision for developing positive attitudes toward the need and use of material.
206. Provision for helping student(s) see practical daily application of skill building material.
207. Provision for manipulative or social experiences to motivate and reinforce skills, concepts, or understandings.
208. Examples of areas in which target skill can be used or for which it is a prerequisite.
209. Provision for creative extention (sic) of skills.
210. Shows little figure ground confusion.

211. Can be used by an aide.
212. Activities combine both auditory and visual mode.
213. Language levels.
214. Odd language or use of slang or idioms.
215. Age appropriate material.
216. Do you feel that teacher made material are more important than store bought goods.
217. The child can operate, complete material, on their own.
218. Teaches children responsibility in taking care of material.
219. Allows children immediate gratification.
220. Is material able to allow success for each student at student's level of ability.
221. Is child's self image improved with use of material.
222. Whether students have used materials in previous years.
223. Available in small parts, no need to buy for whole class size.
224. Reputation the use of material has earned within my class after a year.
225. Regular classroom teachers' comments on specific student progress in a given area on a particular material.
226. Nearby college-university professor's suggestions.
227. Graduate students suggestions in graduate college classes.
228. Evidence that the material provides for varying inputs and response modes.
229. Illustrations that are realistic, simple and clear.
230. Availability of materials that range from 1 to a maximum of 6 stimuli per page.
231. Availability of materials that are very simple in format.
232. Much more hands-on type material.
233. More articulation-drill type materials at varying degrees of difficulty both in format and grade-level interest.
234. Materials are age appropriate.
235. Content appeals to large variety of students.
236. Sensory mode required.
237. Do the stated or implied objectives match my intent for the material.
238. Is the sequence thorough and in logical order.
239. Amount of adaptation required to fit my needs.
240. Ease with which the material can be modified.
241. Program provides teaching of prerequisite skills found deficient (sic) well into program.
242. Various entry levels in same program for late enrollment i.e. unlike Corrective Reading.
243. Truthful and helpful information in catalog ads.
244. Emphasis on adolescents in Junior High, i.e. not 6th grade elementary students.
245. Materials ability to be taught at home by parents in make up situations.
246. The number of ability levels the material covers.
247. Reproducible worksheets.
248. Provision for a variety of written responses.
249. Provides for all modalities of learning.
250. The price is justified by a great adaptability to various areas of instruction and types of students.

251. Degree to which material instructs survival skills.
252. Manner material is spaced on page (for work room).
253. Simplicity of language used (understandability).
254. Publisher's permission to ditto certain "component" parts.
255. The effectiveness of the materials reported by other professionals to me.
256. Concepts are broken up into very fine steps.
257. Several steps can be combined for a faster student.
258. Concepts are very clearly stated (e.g. CVC stands for consonant vowel consonant).
259. Availability of the material.
260. Catalog clarity of description.
261. Catalogs received in spring prior to March 1 for ordering.
262. Low level reading materials (2.0-3.0) grade level.
263. Materials that allow student independence.
264. Range of levels for progression.
265. Student reaction during preview period.
266. Free of elaborate equipment.
267. Usable by aides.
268. Provision for evaluation of retention.
269. Provision for sufficient drill.
270. Self teaching
271. High interest low vocabulary material specifically designed to appeal to junior high learning disabilities.
272. High interest low vocabulary materials on: motorcycles, sports, mysteries, space, adventure "believe it or not" type stories.
273. Paperback books, high interest low vocabulary with accompanying questions and worksheets.

APPENDIX N

Subjects' Comments About the Process of Selecting Instructional Materials

Subject Area of Comments	Number of Comments
Personal needs regarding appropriate materials	122
Explanation of responses to survey	29
Worth, conciseness of survey	23
Cost/expense of instructional materials	14
Preview policies	11
Comments about publishers	5
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